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ABSTRACT

This curriculum and resource guide on adult basic education was developed to assist administrators, supervisors, and teachers in instructional planning. Section 1 includes general information about adult basic education, its student populations, and its objectives. Section 2 contains broad content outlines for three grade levels (1-4, 5-8, and 9-12), each covering the basic subjects (reading, auditory, rhetoric, handwriting, math, social studies, etc.). Items in the outline are keyed to appropriate instructional materials in section 3 (materials and equipment). It is divided into several sections composed of programmed and non-programmed materials lists of mechanical aids, tapes and cassettes, filmstrips, learning aids, and pamphlets. Section 4 lists activities that will enable the teacher to plan a lesson by using a variety of techniques (role playing, community resources, problem solving, etc.). The last sections include a sample lesson plan, glossary of acronyms, addresses of associations, bibliography for teachers on adult basic education, and publishers' addresses. (PV)

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ADULT BASIC EDUCATION CURRICULUM AND RESOURCE GUIDE

Division of Secondary Education
Department of Education
Commonwealth of Virginia
Richmond, Va., 23216

CE 023 976

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FOREWORD

As America enters its third century as a nation many forceful changes are taking place in public education. One such change is the importance of adult education.

Passage by Congress of the Lifelong Learning Act will help individuals to pursue learning throughout their lives. Recent developments relevant to lifelong learning are included in the adult education program in Virginia. This curriculum guide reflects some of the principles and concepts of lifelong learning and should help educators provide programs that will meet the needs of adults.

DR. W. E. CAMPBELL

Superintendent of Public Instruction

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ADULT BASIC EDUCATION
CURRICULUM AND RESOURCE GUIDE
COMMONWEALTH OF VIRGINIA

INTRODUCTION

Adult Basic Education is administered under Public Law 89-750, Adult Education Act of 1966. The Virginia Board of Education is the sole agency responsible for the administration of the Virginia State plan for the Adult Basic Education Program.

There are many adults throughout Virginia who are functionally illiterate and cannot effectively compete in today's world because they lack basic literacy skills. Opportunities for advancement and promotion in the job market are limited for the illiterate. Due to these limitations, the socio-economic status of the undereducated adult is affected and the results are reflected in low pay and poor living conditions.

Undereducated adults may lack the interest, self confidence and skills necessary to lift themselves above the level of functional illiteracy. For many such persons, the motivation to return to school has been non existent. To them school has been associated with embarrassment, frustration and failure.

Many adults enrolled in Adult Basic Education classes were not able to take advantage of the educational opportunities which were available to them in the public school system.

Many illiterate adults who became motivated to learn, when given the opportunity, have proven that they can become active and alert learners.

Due to the numerous and complex duties involved in the Adult Basic Education Program, this curriculum and resource guide has been developed to assist administrators, supervisors and teachers in planning a continuing educational program.

I

ADULT BASIC EDUCATION

PHILOSOPHY

Curriculum material for Adult Basic Education should meet the needs of undereducated adults.

In the past, the Adult Basic Education curriculum consisted of limited and conventional solutions to educational problems. This curriculum was subject-matter oriented and was designed primarily for young high school age students. The demand now confronting educators is to develop and utilize curriculum material which is appropriate for the education of adults. This means that the curriculum must be flexible and dynamic and adequate to meet present and future needs. Basic educational skills must be adapted to real life situations.

A curriculum designed for adults with less than a twelfth grade education should provide opportunities for them to attain the skills and knowledge needed to effectively equip themselves to keep pace with a changing world. Such a curriculum should provide an opportunity for adults to set their own realistic goals.

PURPOSE

The main purpose of Adult Basic Education in Virginia is to provide educational opportunities for adults whose literacy skills are below the ninth grade level. Our next objective is to provide educational opportunities from the ninth grade level through the twelfth grade level. These skills, when acquired, may aid adults in achieving personal satisfaction and attaining their goals.

Many are victims of one or more of the following causes of illiteracy:

—lack of continuity in education due to family migration

—poor attendance caused by poverty, illness and parental attitude

—broken homes

—families that are too large

—early pregnancy

—dropping out of school to earn a living

—unhappy school experiences

—underachievement and limited ability

The primary objective of Adult Basic Education is to help undereducated adults to learn the practical use of basic skills in reading, writing and arithmetic. These skills should relate directly to their individual environment. In addition, science, health, social studies and consumer education

also should serve to enrich their daily lives. The Adult Education Program should encourage these adults to develop their own objectives, and to become aware of available opportunities which will permit them to become more productive members of society.

CHARACTERISTICS OF UNDEREDUCATED ADULTS

The most important responsibility for the Adult Basic Education teacher is to understand the psychological, sociological and cultural differences of undereducated adults.

These adults come from all walks of life. Some are old; some are young. Their ages range from 17 to beyond 80. Their experiences, abilities, outlooks, and emotional levels vary. Adults learn some subjects at a slower rate than children; other subjects are learned at a faster rate. Although their education is limited they have acquired a variety of experiences and habits.

To better understand the attitudes of adult learners, consideration must first be given to their experiences and needs. They are aware of failure because most of them have experienced failures in their lives. They usually lack self confidence because they have rarely experienced success.

Their attitude toward school may be related to unpleasant past experiences. Many have lived in poverty; some have physical handicaps or emotional problems. They have short range values and goals which usually are not educationally oriented. The Adult Basic Education program may offer the first motivation toward improving their standards of education. They are frequently hostile to authority and have a feeling of frustration.

Some of these adults have never held a pencil, others have never owned a book, many have never understood what they have read. Although these adults differ in intelligence and other characteristics, they do share many common interests. Their participation in an adult education program is voluntary and they have a *desire to learn*.

CRITERIA FOR SELECTING INSTRUCTIONAL MATERIALS

In setting instructional goals and selecting instructional materials, the teacher of Adult Basic Education should have a clear understanding of the student and the student's needs. The following criteria are suggested as guidelines for selecting materials for local Adult Basic Education classes.

1. The content of the materials selected should be appropriate for adults.
2. No two adults are identical, and no one method of instruction is suitable to all individuals, therefore, a variety of material should be selected for use.
3. Material selected should be used for individual and group instruction.

4. Because of varying levels of reading ability, both basic and supplementary materials should be available.
5. Size of print should be taken into consideration for older adults.
6. Materials used should be as up-to-date as possible and should relate to life experiences.
7. Goals for each lesson should be clear, practical, and attainable.
8. Materials which contain mastery checks are beneficial in evaluating the student's progress.

GENERAL INFORMATION ON MATERIALS

This Curriculum and Resource Guide was developed to assist administrators, supervisors and teachers in the Adult Basic Education Program. The materials listed in the guide have been reviewed and found to be adaptable to Adult Basic Education classes in Virginia.

The most important factor in any educational program is the teacher. Materials used in Adult Basic Education should be carefully chosen by both the teacher and the supervisor. The materials used by each teacher should first be considered in terms of the learner's needs, potentials and goals.

Adult Basic Education involves the use of different methods of instruction and a variety of curriculum materials. Teachers should use appropriate community resource materials along with community personnel.

The quality and quantity of materials for use in Adult Basic Education are improving. Some of the materials listed in this guide are for basal use and some are supplementary in nature.

It is hoped that the information contained in the guide will help to ensure the continued success of Adult Basic Education Programs throughout Virginia.

INFORMATION ON PROGRAMMED MATERIALS

Programmed learning should be presented in small steps and in sequence. This education technique is organized and presented to permit self-instruction so that adults can learn at their own pace.

Some Strong Points

1. Provides for individual differences in the sense that students can progress at their own rate.
2. Gives immediate feedback.
3. Offers immediate success.
4. Provides self-direction.
5. Offers opportunities for specific skills.
6. Reinforces other areas of learning.
7. Is sequential.
8. Allows students to develop their own interest level.

Some Weak Points

1. Is deficient in some areas; supplementary materials are needed.
2. Has a tendency to become boring to the students.
3. Does not provide enough interaction between teacher and students.
4. Does not allow for the creative processes of thinking and reacting.
5. Has sequences within the program which are paced too slowly.

The selection of programmed and other self-instructional materials demanded for use in Adult Learning Centers requires great consideration and skill on the part of the instructor. A variety of materials geared to the student's goals, interests and abilities should be available. Seldom, if ever, should the time allotment for the use of programmed materials exceed forty-five minutes.

On the low literacy level, increased efforts must be made to ensure the student's ability to profit from the use of these materials. To continue motivation and interest, self-instructional materials and programmed materials must be used in variation with other types of materials, techniques and methodology. (See page 40 for list of programmed materials.)

EFFICIENT AND EFFECTIVE USE OF MATERIALS

There are many ways to save time and money in teaching adult students and at the same time do a better job in planning a program. Hopefully, the following suggestions will enable each teacher to select material to meet student needs and at the same time to make use of the teacher's own methods of instruction.

Teacher-Made Materials

Teacher-made materials such as cubes, cylinders, and charts provide good teaching devices. They should not be underrated because many items used in classes can be made by the teacher.

Software

Purchases of software should not be limited to one kind of material. Instead of purchasing 20-25 identical workbooks it may be more economical to buy smaller quantities of different materials. Usually these will meet the needs of the adults and form the basis for a good library.

Tape Recorder

A tape recorder and several tape players are invaluable aids to individual instruction. These instructional aids may be purchased at a small cost.

Hardware

Hardware items should be carefully chosen and used as often as possible. It is not necessary to buy every piece of equipment listed in the section,

Mechanical Aids. The most expensive machine is not always the best teaching device. Teachers may not use certain equipment for different reasons. These include storage problems, equipment may be too heavy to move easily, or the teachers may not be trained to use the equipment. Such obstacles may be removed by careful planning and in-service training. Materials should be carefully selected and only those that will benefit the student should be purchased.

Kits

Kits should be carefully selected and purchased to meet educational needs. The teacher should be familiar with a variety of materials available and select those that will be of the greatest value to the instructional program.

TEACHING ENGLISH TO NATIVE-BORN AMERICANS WHO SPEAK A NON-STANDARD DIALECT OF ENGLISH

Many Adult Basic Education classes include students who are native speakers of English but who speak a non-standard dialect of the language. Such instances do not necessarily reflect unfavorably on the adult's ability or intellect.

The non-standard dialect may be adequate for communicating in the environment in which it is used. It may not be acceptable, however, in other environments, some of which may be encountered in the adult's occupation. Speakers of a non-standard dialect, also, are not always able to communicate with those who use a standard form of English. It is desirable, therefore, that those adults learn standard English to supplement their dialect and to equip them to participate in the society in which they live.

The techniques of teaching English as a second language must be used to teach the standard dialect. This is a highly skilled and specialized form of teaching usually best understood by English teachers who have had special training in teaching English as a second language, or by foreign language teachers.

Many helpful references on teaching English as a second language are available. Those interested in obtaining information about these references should write to the Foreign Language Service of the Virginia Department of Education, Richmond, Virginia 23216.

Several centers have been established to study the problems of Americans who speak non-standard dialects of English. Much of the research conducted by these centers is of interest to the Adult Basic Education teachers concerned with dialect based problems. One such center is:

Sociolinguistics Program
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W.
Washington, D. C. 20036

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

I. The Need

Thousands of foreigners come to the United States every year. Many of them plan to become United States citizens. Adult Basic Education has a special responsibility to these adults. Linguistic science has made it clear that teaching English to native-born Americans is entirely different from teaching English to speakers of other languages (TESOL). Materials are available to assist in this very difficult phase of teaching adults. (See page 38.).

II. The Teacher and Training

A. Regardless of special materials and techniques, the teacher is the heart of any learning situation.

1. There is no magic inherent in materials, methods, and techniques. These items can give speedy and lasting results, but the teacher is the key to learning.
2. Different methods and materials can help the teacher understand the linguistic needs of an adult, but they alone do not create sincere interest in the individual.
3. Linguistic aspects of English should be studied.
   —sentence patterns
   —the sound system
   —stress and intonation
4. Pronunciation problems of adults should be examined and corrected. For example, the pronunciation problem of an adult with a Spanish-language background will be different from that of a Korean.
5. Articles and books on the psychological aspects of language learning, linguistics, language teaching, lesson planning, techniques employed by TESOL experts, and the use of visual and aural aids, etc. will be helpful.
6. Knowledge of diverse customs and background of students is necessary to establish rapport and work effectively with students.

III. The Materials

There are materials that have been designed especially for TESOL and a variety of ABE materials available that can be adapted for use with TESOL student. (See page 38).

ADULT PERFORMANCE LEVEL

Listed below are the "Competency Based Adult Education" goals and objectives that have been defined by the University of Texas in their project on Adult Performance Level. For many years adult basic education in Virginia has included these goals and objectives in the curriculum, although not defined in the same terms. It is helpful to utilize these goals and objectives in each of the five categories: occupational knowledge, consumer economics, health, government and law, and community resources.

In planning and implementing programs for the adults, continually evaluate the progress of each student. It is impossible and impractical for each student to go through every step. When adults complete classes their individual needs and interests should have shown progress, along with better comprehension on how to cope with the community in which they live.

Occupational Knowledge

Goal: To develop a level of occupational knowledge which will enable adults to secure employment in accordance with their individual needs and interests.

Objectives:

1. To build an oral and written vocabulary related to occupational knowledge.
2. To identify sources of information (e.g., radio broadcasts, newspapers, etc.) which may lead to employment.
3. To define occupational categories in terms of the education and job experience required, and to know minimum requirements of given occupations.
4. To be aware of vocational testing and counseling methods which help prospective employees recognize job interests and qualifications.
5. To understand the differences among commercial employment agencies, government employment agencies and private employers.
6. To prepare for job applications and interviews.
7. To know standards of behavior for various types of employment.
8. To know attributes and skills which may lead to promotion.
9. To know the financial and legal aspects of employment.
10. To understand aspects of employment other than financial which would affect the individual's satisfaction with a job.

Consumer Economics

Goal: To manage a family economy and to demonstrate an awareness of sound purchasing principles.

Objectives:

1. To build an oral and written consumer economics vocabulary.

2. To be able to count and convert coins and currency, and to convert weights and measures using measurement tables and mathematical operations.

3. To understand the concepts of sales tax and income tax.

4. To be aware of the basic principles of money management, including knowing the basics of consumer decision-making.

5. To use catalogs, consumer guides and other reference documents to select goods and services.

6. To be aware of factors that affect costs of goods and services and to determine the most economical places to shop.

7. To be aware of the principles of comparison shopping, and to be aware of the relationship of price to quality among brand names, and between "firsts" and "seconds" and to be able to substitute economy for quality according to individual needs.

8. To know the various methods by which goods are packaged and to know which methods are most cost-effective in terms of quality and storage.

9. To be able to take advantage of sales by knowing where to find them, by planning for their eventuality, and by being able to determine which are of worthwhile value to the individual.

10. To be aware of advertising techniques and to recognize appropriate and inappropriate forms of selling and advertising.

11. To know how to order food and to tip in a restaurant.

12. To be aware of different stores where home furnishings can be purchased and to determine the best buys for essential and luxury items based on individual needs and resources.

13. To determine housing needs and to know how to obtain housing and utilities based on those needs.

14. To know how to buy and maintain a car economically.

15. To know basic procedures for the care and upkeep of personal possessions (home, furniture, car, clothing, etc.) and to be able to use resources relating to such care.

16. To know the various media of exchange and to be familiar with banking services in the community.

17 To develop an understanding of credit systems.

18. To collect information concerning the types of insurance available and to be able to select the best insurance for the individual and his family.

19. To know the resources available to the consumer in the face of misleading and/or fraudulent product/service claims or tactics.

20. To understand the implication of consumption vis-a-vis finite world resources and to recognize that each individual's pattern of consumption influences the general welfare.

Health

Goal: To insure good mental and physical health for the individual and his family.

Objectives:

1. To develop a working vocabulary related to health, especially as it relates to basic medical and physiological terminology, for accurate reporting of symptoms and following a doctor's directions in applying treatments.

2. To understand how basic safety measures can prevent accidents and injuries and to recognize potential hazards, especially as such hazards relate to home and occupational safety.

3. To know medical and health services in the community.

4. To understand the physical and psychological influences of pregnancy as well as the need for proper prenatal care.

5. To understand the importance of family planning, its physical, psychological, financial and religious implications and to have knowledge of both effective and ineffective methods of birth control.

6. To understand general child rearing practices and procedures for guarding the health and safety of a child and to apply proper action in accordance with needs and resources.

7. To understand the special health needs and concerns of the adolescent (and the parents) and to become acquainted with some ways to ease the transition from childhood to adulthood.

8. To understand what contributes to good mental and physical health and to apply this understanding toward preventive care and health maintenance.

9. To understand the interaction of self as a member of small groups (family, work, club, class) and to use this understanding to promote effective interpersonal coping skills.

10. To be able to apply first aid in emergencies and to inform proper authorities of sudden illnesses, various accidents or natural disasters.

11. To plan for health or medical insurance and to be aware of available financial assistance for medical or health problems.

12. To understand what constitutes a proper diet and to plan meals according to individual needs and resources.

13. To understand federal control of various drugs and items for health protection and to understand how public reaction influences this control.

Government and Law

Goal: To promote an understanding of society through government and law and to be aware of governmental functions, agencies and regulations which define individual rights and obligations.

Objectives:

1. To develop a working vocabulary related to government and law in order to understand their functions in society and in the personal life of the individual.

2. To develop an understanding of the structure and functioning of the federal government.

3. To investigate the relationship between the individual citizen and the government.

4. To understand the relationship between the individual and the legal system.

5. To obtain a working knowledge of the various legal documents which the individual will need as a member of society.

6. To explore the relationship between government services and the American tax system.

Community Resources

Goal: To understand that community resources, including transportation systems, are utilized by individuals in society in order to obtain a satisfactory mode of living.

Objectives:

1. To build an oral and written vocabulary pertaining to community resources and to define community resources in terms of (a) services to community members and (b) services to persons outside the community or non self-supporting members of society (unemployed, criminals, insane, etc.).

2. To know the types of community services provided for members of society including the purposes of and how to gain access to these services.

3. To understand how and when to apply for community services, such as Social Security, and Medicare.

4. To know various recreational services available in the community.

5. To be able to utilize information services of the community.

6. To be aware of the people and agencies in the community whose job it is to register and act upon citizen complaints.

7. To build an oral and written vocabulary of transportation terms, including car insurance terms.

8. To be able to recognize and utilize signs related to transportation needs.

9. To develop a familiarity with transportation schedules, and to calculate fares.

10. To be able to find and utilize information facilities.

11. To learn the use of maps relating to travel needs.

12. To recognize time zone boundaries and understand the concept of daylight saving time.

13. To request information on and make verbal and written travel and overnight accommodations/reservations.

14. To understand the relationship between transportation and public problems.

15. To understand driving regulations, including safety, courtesy, and rules such as having a driver's license, car license plates, etc.

II

COMPONENTS OF A BALANCED COURSE

Section A

LEVEL I—GRADES 1-4

A list of helpful suggestions for teaching adults is given in Section A. Numbers at the right indicate sources of materials, which are listed with titles in Part III. Numbers in italics designate films, filmstrips, machines, etc.

I. READING DEVELOPMENT

A. *Mechanics*	24, 29, 30, 159, 160, 244,
1. Eye movement	282, 283, *523, 524, 546,*
a. left to right	*530, 531, 584, 587, 610,*
b. left to right, return left right eye movement	*611, 615*
2. Letter and word recognition	1, 2, 45, 63, 64, 65, 66,
a. word with picture association	114, 138, 139, 140, 141,
b. basic sight words	142, 199, 258, 276, 277,
c. alphabet	278, 280, 282, 283, 307, *537, 546, 582, 583, 619*
3. Hearing perception	
a. words sounding alike	
b. words rhyming	
4. word analysis	1, 2, 14, 15, 16, 17, 18, 19,
a. phonetic	20, 29, 44, 89, 92, 114,
(1) consonants—initial and final	150, 216, 272, 280, 285, 286, 308, *612, 613*
(2) vowels—short and consonants	
(3) digraphs—vowels and consonants	
(4) silent letters—vowels and consonants	
(5) diphthongs	
b. structural	1, 2, 91, 114, 191, *507, 508, 594*
(1) root words	
(2) prefixes	

(3) suffixes
(4) compound words
(5) word endings (ing, s, es, d)
(6) contractions

B. *Comprehension* — 1, 2, 24, 76, 77, 87, 90,
1. Understanding — 114, 143, 144, 145, 146,
a. central idea — 147, 150, 153, 154, 155,
b. important details — 161, 162, 163, 164, 165,
c. order of events — 215, 230, 231, 265, 282,
2. Determining — 283, 350, 354, *537*, *593*
a. outcomes
b. conclusions

II. AUDITORY PERCEPTION

A. *Review of Basic Skills* — 87, 91, 151, 279, 282, 283,
1. Words sounding alike — *506*, *530*, *531*, *539*, *546*,
2. Words rhyming — *610*
3. Vowels—long and short
4. Consonants—initial and final

B. *Language Patterns*
1. Word order — 308
a. subject-verb agreement
b. subject-verb usage
2. Dialect—standard
a. stress
b. pitch

C. *Comprehension*
1. Understanding — *525*
a. central idea
b. order of events
c. important details
2. Evaluating
a. inferences
b. conclusions

III. RHETORIC

A. *Speaking*
1. Individual experiences — 87, 150, 276, 279, 282, 283

2. Oral readings — 281, 284, *546*
   a. prose
   b. poetry
   c. individual and group — 63, 310
3. Class discussions
4. Reports
   a. individual
   b. group
5. Interviews
   a. class
   b. job

B. *Composition* — 4, 5, 6, 7, 71, 72, 125,
1. Structure — 126, 127, 272, 309, *613*
   a. phrases to sentences
   b. simple sentences
   c. declarative sentence to interrogative sentence
   d. interrogative to declarative sentence
   e. using pronouns for nouns
   f. using modifiers
   g. compound sentences
   h. paragraphs
      (1) individual
      (2) class devised
   i. friendly letters
      (1) addressing envelope
      (2) inside address
      (3) greeting
      (4) body
      (5) complimentary closing
      (6) signature

2. Usage
   a. subject-verb agreement — 82, 272
   b. verb endings (d, ed, ied)
   c. tenses
   d. third person, present tense, singular verbs end in s (always)
   e. troublesome usage problems
      (1) its, it's
      (2) has, have
      (3) them, those

3. Punctuation — 87, 248, 258, 272, 278, 279
   a. external
      (1) period
         (a) end of sentence
         (b) in abbreviations
      (2) question mark—end of sentence
   b. internal
      (1) comma
         (a) in series
         (b) in the friendly letter
         (c) after an introductory word or phrase
      (2) apostrophe
         (a) in contractions
         (b) in possessive forms
4. Capitalization — 87, 91, 158, 258, 272, 278, 279
   a. pronoun I
   b. beginning of sentences
   c. proper nouns
      (1) persons
      (2) personal titles
      (3) places
      (4) days, months
      (5) holidays, famous events
      (6) trade and brand names—Buick, etc.
5. Spelling — *538*
   a. word analysis
      (1) phonetic
      (2) structural
   b. patterns of English spelling
      (1) d, ed, ing, ied
      (2) s, es
   c. basic sight-word vocabulary

IV. HANDWRITING

A. *Development of Motor Coordination* — 63, 87, 88, 270, 271, 278, 279, 282, 283, *534*
   1. Holding the pencil
   2. Tracing with pencil

B. *Practice in Manuscript and/or Cursive Writing* — *272*
1. Learning to write the alphabet in capital letters
2. Learning to write the alphabet in lower case letters
3. Learning to write names
4. Learning to write simple sentences

V. MATHEMATICAL SKILLS

A. *Number System*
1. O—the place holder
2. Units
3. Tens
4. Hundreds
5. Thousands
6. Ten thousands
7. Hundred thousands
— 46, 67, 93, 94, 169, 170, 229, 251, 252, 255, 256, 282, 283, 318, 333, *505*, *544*

B. *Basic Concepts*
1. Base ten
2. Place value
— 46, 67, 68, 69, 93, 94, 169, 170, 171, 172, 173, 229, 251, 255, 256, 333, 334, 335, 325, 326, *622*

C. *Metrics*
1. Meters
2. Grams
3. Liters
4. Celsius
— 11

D. *Symbols*
1. Plus
2. Minus
3. Multiplication
4. Division
5. Equal
— 46, 67, 68, 69, 70, 91, 93, 94, 169, 170, 254, 256, *504*, *505*, *544*

E. *Vocabulary*
1. Add
2. Total
3. Sum
4. Subtract
5. Difference
6. Multiply
7. Times
8. Multiplier
— 46, 69, 93, 94, 169, 170, 173, 174, 251, 254, 255, 256, 331, 335

9. Equal to
10. Answer
11. Divide
12. Divisor
13. Dividend
14. Quotient
15. Remainder
16. Even numbers
17. Odd numbers
18. Greater than
19. More than
20. Less than
21. Decimal
22. Fraction
23. Whole number
24. Proper fraction
25. Improper fraction
26. Mixed number
27. Numerator
28. Denominator
29. Geometrical shapes
    a. rectangle
    b. square
    c. triangle
    d. circle

F. *Basic Mathematical Processes*

1. Addition
    a. whole numbers to four places
    b. using the "carrying" method
2. Subtraction
    a. whole numbers to four places
    b. using borrowing and/or regrouping method
3. Multiplication
    a. whole numbers to one and two places
    b. whole numbers to three places
4. Division
    a. by divisors of one place
    b. by divisors of two places

46, 67, 80, 81, 93, 94, 136, 169, 170, 171, 251, 255, 256, 318, 325, 326, 335, *544*

G. *Applications*

1. Money
    a. coins

46, 257, 282, 283, 319, 320

b. currency
c. making change

2. Recognition of written numbers
3. Calendar
   a. days
   b. weeks
   c. months
   d. holidays
4. Clocks
   a. seconds
   b. minutes
   c. hours

VI. SOCIAL STUDIES

A. *Community Government*

1. Local government and governmental services — 150, 349, 359
   a. employment agency
   b. police department
   c. welfare agency
   d. fire department
   e. recreation and parks
   f. taxation
2. Local registration and voting procedures
3. Local laws and courts
4. Local organizations
   a. church
   b. civic clubs
   c. Parent-Teacher Association
   d. labor organizations
5. Local educational programs
   a. youth and adult
   b. Adult Basic Education programs

B. *State Government* — 348

1. State government and governmental services
   a. employment agency
   b. public health agency
   c. educational services

d. recreation and park services
e. highway and road services
f. taxation

2. State registration and voting procedures

3. State laws and courts

4. State licensing agencies
   a. driver
   b. hunting and fishing
   c. marriage
   d. housing
   e. labor

C. *Federal Government*

1. Structure — 185, 348, *599*, *600*
   a. executive branch
      (1) President
      (2) Vice-President
      (3) Cabinet
   b. legislative branch—Congress
      (1) Senate
      (2) House of Representatives
   c. judicial branch—Supreme Court

2. Governmental services — 170, 171, *599*
   a. welfare agency
      (1) social security
      (2) medicare
      (3) public education
      (4) public health
   b. minimum wage laws

D. *Individual Citizens' Responsibilities* — 109, 185, 348, *567*, *568*

1. Voting in elections
   a. local
   b. state
   c. national
2. Participating in the jury system
3. Participating in community affairs

E. *Individual Citizens' Privileges* *563*

1. Voting
2. Public education
3. Freedoms and rights
   a. Bill of Rights
   b. amendments
   c. state laws

F. *History*

1. Local history 148, 184, 292, 293, *564*, *565*
   a. famous people
   b. important events
2. Virginia
   a. famous people
   b. important events
   c. holidays, etc.
3. American *569*
   a. famous people
   b. important events
   c. holidays, etc.

G. *Geography* 150, 317

1. Local—city, town, county
2. Virginia
3. United States
4. World geography as related to current events

II

Section B

LEVEL II—GRADES 5-8

A list of helpful suggestions for teaching adults is given in Section B. Numbers at the right indicate sources of materials, which are listed with titles in Part III. Numbers in italics designate films, filmstrips, machines, etc.

I. READING DEVELOPMENT

A. *Mechanics*	2, 3, 31, 32, 33, 34, 45, 89,
1. Letter and word recognition (Review)	92, 135, 202, 203, 232, 242, 244, 247, 258, 266,
a. word with picture association	288, 289, 297, 298, 299,
b. basic sight words	300, 301, 302, *523, 524, 533, 585, 588, 605, 611, 612*
2. Word analysis	272
a. phonetic	
(1) consonants—initial and final	
(2) vowels—short and long	
(3) digraphs—vowels and consonants	
(4) silent letters—vowels and consonants	
(5) diphthongs	
(6) consonant blends	
b. structural	2, 3, 191, 192, 259, 260
(1) root words	
(2) prefixes	
(3) suffixes	
(4) compound words	
(5) word endings (ing, s, es, d)	
(6) contractions	
(7) word patterns	
B. *Reading Comprehension*	2, 3, 31, 32, 33, 34, 83,
1. Understanding	108, 109, 149, 158, 202,
a. central idea	204, 205, 206, 233, 235,
b. specific details	237, 239, 242, 243, 266,

c. order of events — 268, 287, 288, 289
d. context clues to word meanings
e. directions

2. Determining — 21, 22, 23, 25, 26, 27, 28,
a. outcomes — 40, 42, 43, 115, 192, 215,
b. conclusions — 246, 288, *518*, *524*, *525*, *526*, *537*, *593*, *603*, *607*, *613*

C. *Advanced Comprehension Skills* — 90, 115, 166, 167, 168,
1. Reading for specific content — 200, 201, 208, 209, 217,
2. Reading many different authors — 218, 221, 222, 231, 232,
3. Reading speed development — 233, 237, 241, 249, 250,
4. Inferences in reading material — 269, 273, 274, 275, 288, *524*, *540*, *542*, *593*

D. *Listening for Understanding* — *518*
1. Summarize ideas
2. Separate fact from opinion
3. Withhold prejudice

II. AUDITORY PERCEPTION

A. *Review of Basic Skills* — *539*
1. Words sounding alike
2. Words rhyming
3. Vowels—long and short
4. Consonants—initial and final

B. *Language Patterns* — 310, 311, *526*, *540*, *593*, *601*, *607*, *608*, *609*
1. Word order
a. subject-verb agreement
b. subject-verb usage
2. Dialect—standard
a. stress
b. pitch
c. pronunciation

C. *Comprehension* — *501*, *516*, *540*, *603*, *614*, *627*
1. Listening for:
a. central ideas
b. order of events
c. important details
d. directions

2. Evaluating
   a. inferences
   b. conclusions

III. RHETORIC

A. *Speaking*	123, *540*
1. Individual experiences	151, 152
2. Oral readings	
a. prose	
b. poetry	
c. individual and group	
3. Class discussions	
a. panel	
b. informal type debate	
4. Reports	
a. individual	
b. group	
c. panel	
5. Interviews	
a. class	
b. job	
c. role-playing	287
B. *Composition*	8, 9, 33, 34, 128, 129, 149,
1. Structure	151, 152, 158, 159, 160,
a. phrases to sentences	272, 309, 312, 313
b. simple sentences	
c. declarative sentence to interrogative sentence	
d. interrogative to declarative sentence	
e. using pronouns for nouns	
f. using modifiers	
g. sentences beginning with there, here	129
h. compound sentence	
i. complex sentence	
j. imperative sentence	
k. exclamatory sentence	
l. paragraphs	92, 108, *509*, *545*, *613*,
(1) individual	*617*
(2) class devised	
(3) teacher directed	

m. themes—short two or three paragraphs
n. use of topic sentence
o. friendly letters
(1) addressing envelope
(2) inside address
(3) greeting
(4) body
(5) complimentary closing
(6) signature
(7) punctuation

2. Forms — 35, 36, 37, 38, 39, 40, 42, 92, 149, 190, *617*, *618*
a. application
(1) job
(2) driver's license
(3) employee's withholding exemption
(4) social security
(5) Medicare
(6) Medicaid
b. mail order
c. budget
d. tax forms

3. Usage — 3, 33, 34, 129, 272, 311, 312
a. subject-verb agreement
b. verb endings (d, ed, ied, ing, s)
c. tenses—active voice, passive voice
d. verbs—regular, irregular
e. verb forms
(1) present
(2) past
(3) past participle
(4) present participle
f. third person, present tense, singular verbs end in s (always)
g. noun
(1) common
(2) proper
h. noun and pronoun usage—agreement in person, number, case, gender
i. troublesome usage problems

(1) its, it's
(2) has, have
(3) them, those
(4) to, too, two
(5) teach, learn
(6) accept, except
(7) there, their
(8) was, were
(9) your, you're
(10) my, mine
(11) already, all ready
(12) quite, quiet, quit

4. Punctuation — 33, 34, 272, *617*, *618*, *619*

a. external

(1) period
(a) end of sentence
(b) in abbreviations

(2) question mark—end of sentence

(3) exclamatory

b. internal

(1) comma
(a) in series
(b) in the friendly letter
(c) after an introductory word or phrase
(d) separating clauses in compound sentences
(e) in the business letter
(f) quotations

(2) colon
(a) in series
(b) in business letters
(c) separating clauses in compound and complex sentences
(d) introducing a list

(3) apostrophe
(a) in contractions
(b) in possessive forms

(4) quotation marks
(a) direct quotations

(b) indirect quotations
(c) divided quotations

5. Capitalization — 33, 34
   a. pronoun "I"
   b. beginning of sentences
   c. proper nouns
      (1) persons
      (2) personal titles
      (3) places
      (4) days, months
      (5) holidays, famous events
      (6) trade and brand names—Buick, etc.
   d. names, nouns and pronouns pertaining to the Deity

6. Spelling — 3, 135, 158, 258, 259, 260, 261, 287, *532, 533, 538, 601, 604, 616, 619*
   a. word analysis
      (1) phonetic
      (2) structural
   b. patterns of English spelling
      (1) d, ed, ing, ied
      (2) s, es, ies
      (3) i before e, except when preceded by c
   c. basic sight-word vocabulary
   d. additional vocabulary
   e. dictionary skills

IV. HANDWRITING

Practice in Manuscript and/or Cursive Writing — 190, 272, 297, 298, 299, *510, 511*

1. Practice to write the alphabet in capital letters
2. Practice to write the alphabet in lower-case letters
3. Practice extended to encourage legibility

V. MATHEMATICAL SKILLS

A. *Review Level I Guide for:* — 46, 67, 80, 137, 169, 170, 229, 251, 252, 255, 256, 318, 327, 334, 335, *503,*
   1. Number system
   2. Basic concepts

	505, 527, 528, 529, 541, 543, 589
3. Metrics	11, 12, 13, *549, 574, 626*
4. Symbols	
5. Vocabulary	
B. *Introduce Symbols*	175, 331, 336, *602*
1. Percent sign	
2. Pi	
C. *Introduce Vocabulary*	175, 331, 336, *596*
1. Pi	
2. Measurement	
a. square inch, square foot, square yard, square mile	
b. cubic inch, cubic foot, cubic yard, cubic mile	
c. centi, milli, micro, deci, deca, hecto, kilo, mega, liter, cubic meter, kilogram, celsius degrees	
3. Averages	
4. Radius	
5. Diameter	
6. Height	
7. Base	
8. Altitude	
9. Circumferences	
D. *Review Level I Guide for Basic Mathematical Processes*	46, 67, 117, 118, 137, 169, 170, 171, 251, 255, 256, 327, 328, 335, *504, 505, 512*
1. Addition	
2. Subtraction	
3. Multiplication	
4. Division	
E. *Basic Mathematical Processes—Fractions*	69, 173, 174, 251, 252, 254, 256, 321, 322, 323, 327, 328, 335, *527, 528, 529, 597, 598*
1. Addition	
a. proper fractions—same denominators	
b. mixed numbers—same denominators	
c. proper fractions with improper fraction	

d. fractions with different denominators
e. mixed numbers with fractions

2. Reducing fractions — *623*
   a. proper to lowest terms
   b. improper to mixed numbers
3. Subtraction
   a. proper fraction—same denominators
   b. proper fraction with mixed numbers
   c. proper fractions with improper fractions
   d. fractions with mixed numbers
   e. proper fractions from whole numbers
4. Multiplication
   a. proper fractions
   b. improper fractions
   c. proper fractions with mixed numbers
   d. mixed numbers with mixed numbers
   e. fractions with whole numbers
5. Division
   a. proper fractions
   b. improper fractions
   c. proper fractions with mixed numbers
   d. mixed numbers with mixed numbers
   e. fractions with whole numbers

F. *Decimal System* — 175, 329, 335, *596, 597, 598, 602, 624*
1. O—the place holder
2. Tenths
3. Hundredths
4. Thousandths
5. Ten-thousandths
6. Hundred-thousandths
7. Millionths
8. Basic mathematical process—decimals

a. addition
b. subtraction
c. multiplication
d. division

G. *Introduce Basic Mathematical Processes*	175, 254, 256, 331, 335, 336, *541*, *596*, *597*, *598*, *602*, *625*
1. Percent problems	
a. finding a percent of a number	
b. finding what percent one number is of another number	
c. finding the total on increasing percent	
d. finding the difference on decreasing percent	
e. computing interest	
(1) simple interest	
(2) compound interest	
2. Changing fractions to decimals to percent	
H. *Determining Averages and Interpreting Graphs*	151, 331, 336, *543*
1. Miles per hour	
2. Miles per gallon	
3. Graphs—reading and interpreting	
a. circle or pie graph	
b. bar graph	
I. *Finding Perimeters*	175, 331, 336, *626*
1. Rectangle	
2. Square	
3. Triangle	
4. Circle—circumference	
J. *Finding Areas*	137, 175, 330, 331, 336
1. Rectangle	
2. Square	
3. Triangle	
4. Circle	
K. *Finding Volumes*	137, 175, 331, 336, *626*
1. Rectangle solid	
2. Cubes	
3. Cylinders	
L. *Simple Equations*	137, 330, 331, 336

M. *Simple Ratio-proportion Problems* 180, 181, 330, 331, 336

N. *Applications* 46, 137, 179, 245, 257,
1. Simple problems 266, 331, 335, 336, 351,
   a. simple one-step mental problems *513, 543*
   b. one-step written problems (according to a student's reading ability)
   c. different steps to solution of written problems *550*
   d. more complex mental and written problems
2. Money
   a. coins
   b. currency
   c. making change
3. Practical daily living problems
   a. rent
   b. food
   c. clothing
   d. work
   e. transportation
   f. medical expenses
   g. insurance
   h. loans

VI. SOCIAL STUDIES 266

A. *Community Government* 108, 109, 111, 112, 113,
1. Local government and governmental services 156, 185, 267, 290, *548*
   a. employment agency
   b. police department
   c. welfare agency
   d. fire department
   e. recreation and parks
   f. taxation
   g. library
2. Local registration and voting procedures
3. Local officials — mayor, sheriff, game warden, etc.
4. Local laws and courts

5. Local organizations
   a. church
   b. civic clubs
   c. Parent-Teacher Association
   d. labor organizations
6. Local educational programs
   a. youth and adult
   b. Adult Basic Education Programs
   c. Operation Head Start
   d. VISTA
   a. WIN Program
   f. Americanization classes
   g. college loan program
   h. Manpower Development Training Program
   i. Neighborhood Youth Corps
   j. Job Corps
   k. Peace Corps

B. *State Government* 248

1. State government and governmental services
   a. employment agency
   b. public health agency
   c. agricultural agency
   d. educational services
   e. recreation and park services
   f. highway and road services
   g. taxation
2. State registration and voting procedures
3. State officials
   a. Governor
   b. Lieutenant Governor
   c. Attorney General
4. Local members in House of Delegates and State Senate
5. State laws and courts
6. State licensing agencies
   a. driver
   b. hunting and fishing
   c. marriage

d. housing
e. labor

C. *Federal Government* — 113, 186, 187, 188, 189, 341
1. Structure
   a. executive branch
      (1) President
      (2) Vice-President
      (3) Cabinet
   b. legislative branch—Congress
      (1) Senate—two from Virginia
      (2) House of Representatives —Congressmen in that district
   c. judicial branch
      (1) Supreme Court
      (2) Circuit Courts of Appeal
      (3) District Courts
2. Governmental services
   a. welfare agency
      (1) social security
      (2) medicare
      (3) public education
      (4) public health
   b. minimum wage laws

D. *Individual Citizens' Responsibilities*
1. Voting in elections
   a. local
   b. state
   c. national
2. Participating in the jury system
3. Participating in community affairs

E. *Individual Citizens' Privileges* — *567, 568*
1. Voting
2. Public education
3. Freedoms and rights
   a. Bill of Rights
   b. amendments
   c. state laws
   d. Declaration of Independence

F. *History*	108, 111, 112, 113, 292,
1. Local history	293
a. famous people	
b. important events	
2. Virginia	363, *555*, *556*, *557*, *558*,
a. famous people	*559*, *560*
b. important events	
c. holidays, etc.	
3. American	108, 111, 112, 113, 148,
a. famous people	292, 293, 339, 340, 343,
b. important events	344, 350, *561*, *562*, *564*,
c. holidays, etc.	*565*, *569*
d. documents	
(1) Declaration of Independence	
(2) Constitution	
(3) Bill of Rights	
G. *Geography*	110, 346, 347, *552*, *553*,
1. Local—city, town, county	*554*
2. Virginia	
3. United States	
4. World geography as related to current events	

VII. SCIENCE AND HEALTH

A. *Human Needs*	100, 101, 107, 109, 210,
1. Psychological	211, 212, 213, 337, 338,
a. self-respect	358, *517*, *519*, *520*, *521*,
b. self-confidence	*522*
2. Sociological	107, 108, 109
a. sense of security	
b. status	
3. Physiological	79, 107, 109, 315, 355,
a. air	360, 361, 362
b. water	
c. warmth in cold weather	
d. coolness in hot weather	
e. hygiene	
(1) body cleanliness	
(2) oral hygiene	
f. family health	294, 316, 355

(1) nutrition—foods
(a) proteins
(b) carbohydrates
(c) fats
(2) seven basic food groups
(3) prevention of disease
(a) medical checkups
(b) immunization
(c) controlling dangerous bacteria
(4) care of the sick
(5) prevention of accidents
(6) emergency measures 113
(a) first-aid supplies
(b) first-aid procedures and techniques
(7) emergency telephone calls
(a) calling the doctor
(b) calling the rescue squad
(c) calling the ambulance
(d) calling the fire department
(e) calling the police department

B. *Problem Solving*
1. Identifying problem
2. Developing a plan
3. Testing the plan
4. Determining if plan is valid *517*

C. Drug Education *519, 520, 521, 522*

VIII. CONSUMER PLANNING 103

A. *Money Management* 92, 103, 109, 116, 157, 295, 296, 352, 353, 357
1. Gross income
2. Net income
3. Fixed deductions

B. *Budgeting Between Needs and Wants* *547, 586, 620, 621*
1. Rent-shelter
2. Food
3. Clothing

4. Health
5. Insurance
6. Education
7. Recreation
8. Savings

C. *Buying* 116, 356, *578*
   1. Cash or Credit
      a. open-credit account
      b. 30-day account
   2. Kinds of stores
      a. discount
      b. shopping centers
      c. mail order, etc.

D. *Borrowing* 103, 116, *547*
   1. Personal loans
      a. signature loans
      b. co-signer loans
      c. collateral loans
   2. Installment purchasing
      a. sales contract
      b. mortgage-chattel

E. *Credit Cards* 103, 116
   1. Automobile
   2. Hotel and motel accommodations
   3. Dining

F. *Good Credit Rating* 102, 116, *547*

G. *Preparing for Purchase*
   1. At-home preparation
      a. need
      b. budget allowance
      c. checking advertisements
      d. determining
         (1) materials
         (2) styles
         (3) quantities
         (4) qualities, etc.
   2. In-store preparation
      a. reading tags and labels
      b. judging bargains and values
      c. comparative shopping

H. *Consumer Protection* — *570, 571, 572*
   1. Food and Drug Administration
   2. Better Business Bureau, etc.
   3. Brand names

IX. CAREER EDUCATION — 10

A. *The World of Work* — 104, 262, 291, *620, 621*
   1. New developments
   2. Importance of apprenticeship — 101, 105, 107, 354
   3. Training and retraining

B. *Planning to Get a Job* — 364, *515*
   1. Taking a self inventory
   2. Job we can do — 107, 238, 239, 240

C. *Job Leads* — *535, 536, 576, 586, 588*
   1. Friends and relatives
   2. Union offices
   3. Bulletin boards
   4. Company personnel offices
   5. Daily newspapers

D. *Employment Agencies' Services*
   1. Public
   2. Private

E. *Reading A Help-Wanted Column* — 354
   1. Job advertisements (ads) requiring:
      a. letters
      b. telephone contact
      c. appearing in person

   2. Letter writing — 190, 354
      a. writing an application letter
      b. addressing an envelope and stamping
      c. punctuation

F. *Answering an Advertisement by Telephone* — 107, 190, 354, *577*
   1. In reference to a newspaper ad
   2. Following on job leads

G. *Using the Classified Section of Telephone Directory for Job Leads*
   1. Trade advertisement for job opportunities
   2. Employment agency listings

H. *Preparing for an Employment Interview* — 107, 354, *545*
   1. Personal preparation
   2. Application blanks
      a. general information
      b. specific information
      (1) social security
      (2) health certificate
      (3) driver's license
   3. Preparing for tests — *549*
      a. vocational aptitude
      b. academic
   4. Interview

I. *On the Job* — 101, 102, 107, 175, 264, 291, 354
   1. Attitudes
   2. Efficiencies
   3. Wages
   4. Promotions

II

Section C

LEVEL III—GRADES 9-12

A list of helpful suggestions for teaching adults is given in Section C. Numbers at the right indicate sources of materials which are listed with titles in Part III. Numbers in italics designate kits.

This level is a continuum of the skills presented in Level I and Level II. Emphasis is placed on review and reinforcement of skills in the areas of language usage, social studies, natural sciences, literary materials and mathematics.

1. ENGLISH USAGE	25, 26, 27, 28, 47, 48, 49,
2. INTERPRETATION OF READING MATERIAL	50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 73,
A. Natural Sciences	74, 75, 78, 79, 84, 85, 86,
B. Literary Materials	90, 95, 96, 97, 98, 99, 106,
C. Consumer Planning	119, 120, 121, 130, 132,
D. Human Needs and Resources	133, 134, 176, 177, 178,
E. Career Education	182, 183, 192, 193, 194,
3. VALUES AND RESPONSIBILITIES OF CITIZENS IN GOVERNMENT	195, 196, 197, 198, 219, 220, 223, 224, 225, 226, 227, 228, 234, 236, 243, 253, 268, 273, 274, 275, 303, 304, 305, 306, 313, 314, 324, 330, 332, 342, 345, 365, 366, 367, 368, 369, 370, 376, *502, 509, 510, 511, 519, 520, 521, 522, 523, 524, 535, 536, 545, 547, 549, 550, 566, 570, 571, 572, 575, 576, 577, 578, 589, 590, 591, 592, 605, 606, 607, 613, 614, 628, 629*
4. MATHEMATICS—SKILLS AND APPLICATION	

II

Section D

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

A list of helpful materials for Teaching English to Speakers of Other Languages is given in Section D. Numbers indicate sources of materials which are listed with titles in Part III. Numbers in italics designate kits.

KEY NUMBERS:

4	114	140	277	371
5	122	141	278	372
6	124	142	279	373
7	125	150	282	374
63	126	158	283	375
87	127	270	284	*624*
88	138	271	307	*534*
89	139	276	348	*583*

MATERIALS THAT DO NOT HAVE KEY NUMBERS:

Teacher Prepared Tape Recordings (for individual needs of the adult)	
New Horizons in English	Addison-Wesley
Teaching English Sounds to Spanish Speakers	Allied Education Council
G.E.D. Series in Spanish	Barron's Educational Series, Inc.
Aud-X Programs	Educational Development Laboratories
Word Study Skills Program	Educational Development Laboratories
Bilingual Reading	Educational Sensory Programming
Bilingual Mathematics	Educational Sensory Programming
Readings and Conversations	English Language Services
Introduction to English As A Second Language	Eye Gate Media

English As A Second Language, Kits I and II	Eye Gate Media
Career Opportunities Box	Houghton Mifflin
Orientation in American English	Institute of Modern Languages, Inc.
Pre-Vocational English	Institute of Modern Languages, Inc.
English Self Taught	Institute of Modern Languages, Inc.
Living English	The Living Language Courses
Mi Escuela	Science Research Associates

III

MATERIALS AND EQUIPMENT

This chapter is divided into several sections composed of programmed and non programmed materials lists. Software will be listed separately with key numbers that relate to titles and sources of material. Mechanical aids, tapes and cassettes, filmstrips, films, learning aids and pamphlets are each separated to assist you in selecting materials that are best suited to the needs of the adults. Extensive use of this chapter will give you great assistance in planning individualized instruction and yet give the adult an opportunity to use different media in the learning experiences.

Section A

PROGRAMMED MATERIALS

Materials	Publisher
Mott Basic Language Skills Series (See KEY No. 14-27; 35-43)	Allied Education Council
American History Study Lessons	Follett
From Colonial Times to Independence	
The Constitution	
The Growing Nation (1789-1840)	
Changes and Crises in American Life (1800-1861)	
The Civil War and Reconstruction	
Changing America Since 1865	
American Politics	
American Foreign Policy	
Problems of American Democracy	
Individualized English/Programmed Instruction	"
Set H	
Set J	
General Science, 4 units	Grolier Company
Secondary Science, 3 units	"
English 2200	Harcourt, Brace & Jovanovich
English 2600	"
English 3200	"

Materials	Publisher
Programmed Reading Letters of the Alphabet Sounds of Letters Words to Sentences Sentence Reading Paragraph Reading Consecutive Paragraph Content Analysis Function Reading	McGraw-Hill Book Co.
Book of Commas	"
Why Punctuate	"
Vocabulary Improvements	"
Programmed Math Books 1, 2, 3, 10	"
Improve Your Writing for Job Success	MacMillan Company
Learning How to Use the Dictionary	"
Programmed English	"

III

Section B

MECHANICAL AIDS

1. Audio-Video Tape Recorder, The

   This is a device which takes and tapes both the picture and the sounds emitted by the person in front of the camera. Could be used very effectively in role playing and in bringing to the class outstanding speakers or programs.

2. Aud-X

   A machine that has sound and sight synchronization which means that a word can appear on the screen at exactly the same time it is spoken, establishing an immediate connection in the learner's mind between the speech sound and the written word.

3. Calculator

   Hand held instrument for use with individuals or groups to learn mathematical computations.

4. Controlled Reader

   A machine that regulates the speed and projects written material on

a screen which enables students to accomplish the following goals: increases visual coordination and mobility, improved directional attack, enrichment of vocabulary, improved comprehension. With this machine there is no oral sound, making it different from the Aud-X.

5. Cyclo Teacher

   A manual device into which discs may be put. The student reads the question and fills in the answer on the answer disc.

6. Electric Magnifying Glass

   For use with individuals who are visually handicapped.

7. Filmstrip Previewer

   A small filmstrip machine used individually and manually.

8. Filmstrip Projector

   A machine used to show filmstrips to groups. A filmstrip previewer is for individual use.

9. Flashcard Reader

   A machine used with a single strip of recording tape placed on a card. The pre-recorded lesson material is on the instructor's section of the tape.

   The student first listens to the instructor track while watching the printed material on the card. The adult then responds on the student section of the tape, then listens again to both sections for comparison. If necessary a second response or more can be recorded until the student is satisfied with the performance.

10. "Llinc" Learning Laboratory

    Lab consists of tape recorder and pre-recorded tapes accompanied by booklet. Adult observes picture in booklet and reads translation in booklet along with use of tape and tape recorder. For non-English speaking adults.

11. Movie Projector

    A device to show films on a screen. There are different size films and some projectors have sound.

12. Opaque Projector

    A simple machine which will transfer any image from a flat surface to the wall.

13. Overhead Projector

    For use with groups or individuals to project images on a screen. The teacher may write or indicate points of interest which also may be projected.

14. Paired Associates Trainer

    The student turns knobs to construct response and moves a slide to reveal correct response. Trainer sorts special cards into right or wrong answer trays. This unit may be locked for testing.

15. Radio

16. Reading Pacer

    A small inexpensive device that is used to help increase the reading speed of the student. The machine can be used with any type of printed material.

17. Responda

    This is a multiple choice response machine. It is electrical and wireless. The student selects responses by pressing a button. The signal is transmitted back to the teacher's receiver which registers mark on student's roster. No material is needed. Teacher material is used.

18. Singer Projector

    An automatic sound filmstrip projector. Records or tapes are used with a filmstrip to present a learning situation.

19. Singer Studymate

    Automatic sound filmstrip projector. Ideal for showing small groups filmstrips or slides.

20. Tachist-O-Flasher

    A device used in front of the lens of a filmstrip projector to flash tachistoscopically.

21. Tachistoscope

    A device for flashing films on a screen. Used to improve reading speed.

22. TTY

    A teletypewriter used as a telephone by the deaf.

23. Tape or Cassette Recorder

    A device for teaching with tapes. These tapes may be used only for listening, or the student may listen and respond on the same tape.

24. Television

25. Typewriter

26. View Learner

    The program used in this machine is constructed response. The device itself is mechanical; student depresses button to automatically advance both program and answer tape.

III

Section C

CASSETTES AND TAPES

Company No.	Title	Publisher
	Great Women of America	Classroom World
	World Personalities	Productions
	Democracy in Action	"
	The Negro-American Citizen	"
	The States of the Nation	"
	Around the World	"
	Discovery-Exploring the World Around Us	"
	You and Your Vote	"
	Impeachment	"
	White House '74	"
	Skylab and You	"
	Flights of Courage	"
	Careers Unlimited	"
	Basic Mathematics Sets I, II, III	Educational Activities, Inc.
	On The Job	Educational Design, Inc.
	Getting A Job	"
	Job Communication Skills	"
	Me and Jobs	"
	Job Communications Skills, 15 tapes	"
	Math, Level 5	Educational Sensory Programming
	Math, Level 6	"
	Building Reading Skills in Adult Education Levels I, II, III	"
	Spelling Power, Level II	"
	Write Correctly, Level II	"
	Career Exploration, Level III	"

Company No.	Title	Publisher
M-4	Intermediate Mathematics	Educational Sensory Programming
M-6	Business Mathematics	"
M-9	The Metric System	"
V-3	Intermediate Vocabulary	"
R-3	Intermediate Reading	"
SC-2	Intermediate Science	"
MIS-2	Starting and Managing a Business	"
MIS-3	Getting and Keeping a Job	"
MIS-14	How to Write	"
	Algebra Tapes	Houghton Mifflin
	The Living History Book	Imperial International Learning
	Presidents of the United States	"
	Famous Explorers	"
	The Electoral College	"
	The Full Story of the Constitution	Imperial International Learning
	Famous Moments in History Come to Life	"
	The Full Story of the Civil War	"
	Black Heritage	"
	Women in United States History	"
C3025	Understanding Fractions	Wollensak
C3026	Types of Fractions	"
C3029	Addition of Fractions	"
C3030	Subtraction of Fractions, #1	"
C3031	Subtraction of Fractions, #2	"
C3034	Multiplication of Fractions	"
C3036	Division of Mixed Fractions	"
C3052	Rounding Off: Fractions to Whole Numbers	"
C3053	Rounding Off: Fractions to Fractions	"
C3054	Rounding Off: Decimals	"
3432	The Decimal System	"
3902	Problem Solving: Enough Information	"

Company No.	Title	Publisher
7525	Climate	Wollensak
	Weather Instruments	"
7701	The Metric System	"
7703	Linear Conversion: English to Metric	"
7704	Linear Conversion: Metric to English	"
	Drugs	
C5922	An Introduction	
C5928	Marihuana	
C5929	Stimulants	
C5931	Narcotics	
C5932	Hallucinogens	
C6202	Stopping Water Pollution	"
C6204	Stopping Air Pollution	"
C0384	Sound Spelling	"
C0404	Spelling Patterns: (le, el)	"
C0406	Spelling Patterns: (al, ol)	"
	Detective With Words	"
C0466	A, B, Words	
C0467	C Words	
C0468	D, E, Words	
C0469	F, G, H, I Words	
C0470	J, L, M, O Words	
C0471	P, R Words	
C0472	S Words	
C1122	Dictionary Skills: Spelling Key	"
C0555	Exclamation and Review	"
C5203	Settlement of Northwest Territory	"
C5204	Settlement of Florida	"
C5205	The Oregon Territory	"
C5206	The Louisiana Territory	"
C5301	Washington and Jefferson Emerge as Leaders	"
C5304	After Yorktown: Peace	"
C5711	The Judiciary	Wollensak
C5712	The Lawmakers	"
C5721	How To Vote	"
C5722	Voting: Understanding The Issues	"
C5791	Freedom of Speech: History	"

Section D
FILMSTRIPS

Company No.	Title	Publisher
	PARTS OF SPEECH	Encyclopaedia Britannica
8221	Why Study Grammar?	
8222	Nouns	
8223	Pronouns	
8224	Adjectives	
8225	Verbs	
8226	Adverbs	
8227	Missing	
8228	Phrases and Clauses	
	BEGINNING GRAMMAR	
8841	Words that Name Things	
8842	Words That Show Action	
8843	What is a Sentence?	
8844	Words Used Instead of Names	
8845	Words That Describe Things	
8846	Words Telling How, When and Where	
8847	Using Punctuation Marks	
8848	Missing	
	UNDERSTAND THE SENTENCE	
9261	The Verb and the Sentence	
9262	Recognizing Phrases	
9263	Recognizing Clauses	
9264	Kinds of Sentences	
9265	Parts of the Sentence or Clause	
9266	Using Personal Pronouns	
9267	Reflexive, Relative and Interrogative Pronouns	
9268	Making Words Agree	
	USING THE LIBRARY	
9841	Your Library: A World of Books	
9842	The Card Catalog	
9843	The Classification of Books	
9844	Using the Dictionary	
9845	Using the Encyclopedia	
9846	Using Special Reference Books	

Company No.	Title	Publisher
	SCIENCE AT WORK	Encyclopaedia Britannica
8043 C-SI	Sound	
	GREAT COMPOSERS	
8104	Wolfgang Amadeus Mozart	
8101	Johann Sebastian Bach	
	MAN LEARNS TO GOVERN HIMSELF	Eye Gate House, Inc.
64 A	The Beginnings of Democracy and Government	
64 B	The Dawn of Democracy in Ancient Greece	
64 C	The Struggle for Freedom in Ancient Rome	
64 D	Democracy and Government in the Middle Ages	
64 E	The Rise of Democracy in England	
64 F	The Founding of American Democracy	Eye Gate House, Inc.
64 G	Steps in the Rise of American Democracy	
64 H	Democracy at Work—How a Bill Becomes A Law	
	ADVENTURES IN READING	
116 A	Captain's Courageous	
116 B	Swiss Family Robinson	
116 C	Hans Brinker or The Silver Skates	
116 E	Kidnapped	
116 F	Tom Sawyer	
116 G	Twenty Thousand Leagues Under the Sea	
116 H	A Tale of Two Cities	
116 I	Call of the Wild	
	OCCUPATIONAL EDUCATION	
117 B	Stocker in a Supermarket	
117 C	The Waitress	
117 D	Fixing a Flat Tire	
117 E	How to Use Your Checkbook	
117 F	The Variety Store	
117 G	The School Cafeteria Worker	
117 H	The Nurse's Aid	
117 I	The Gas Station Attendant	

Company No.	Title	Publisher
	ADVANCED READING SKILLS	Eye Gate House, Inc.
136 A	Advanced Reading Activities	
136 B	Related Reading Activities	
136 C	Literature and Famous Places	
136 D	Origin and Meaning of Words	
136 E	Knowing and Selecting Words	
136 F	Associating Facts and Ideas	
136 G	Creative Talent	
136 H	Introduction to Shakespeare	
136 I	Oral and Written Composition	
136 J	Three Great Writers	
	FUNDAMENTALS OF LANGUAGE ARTS	
110 H	Historic Places	
	LIBRARY SERVICES	
168 A	Introduction to the Card Catalog	
168 C	The Parts of a Book	
168 D	Using Reference Material	
	SEEING THE USE OF NUMBERS, SET IV	
133 H	The Meaning and Use of Fractions and Measures	
133 I	Recording Division	
133 J	What Do You Know?	
	SEEING THE USE OF NUMBERS, SET VI	
174 C	Equivalence Relations Among Fractions	
174 D	Order Relations Among Fractional Numbers	
174 E	Equidecomposable Figures	
174 F	Decimal Numerals	
174 H	Fractions in Multiplication	
174 I	Fractions in Division	
174 J	"Many Birds with One Stone"	
	SEEING THE USE OF NUMBERS, SET VII	
186 A	The Counting Process	
186 B	Non Decimal Numerals	Eye Gate House, Inc.

Company No.	Title	Publisher
186 C	Tests for Divisibility	Eye Gate House, Inc.
186 D	Pythagorean Triples	
186 E	Finding Square Roots	
186 F	The Rational Numbers of Arithmetic	
186 G	Segments and Polygons	
186 H	Congruent Figures	
186 I	Bisecting Angles and Segments	
186 J	Using the Mathematics You Know	
	ALCOHOL, NARCOTICS AND TOBACCO	
190 A	Alcohol—Chemistry and Uses	
190 E	Control of Narcotics	
190 F	Tobacco—Historic Background	
190 G	Tobacco—Statistics and Chemistry	
190 I	Tobacco—Report of U.S. Surgeon General's Advisory Committee	
	CONSUMER INFORMATION	Federal Reserve System
	Truth In Lending	Public Services Division of Administration Washington, D. C.
	Your Money and You	Household Finance Corp. Prudential Plaza Chicago, Illinois 60601
	EARLY AMERICAN HISTORY SERIES	McGraw-Hill Book Co.
400061	Before the White Man	
400062	America Is Discovered	
400063	Spanish Explorers	
400064	Missing	
400065	Middle Colonies	
400066	Struggle for A New Continent	
400067	Causes of the Revolution	
400068	War for Independence	
400069	Southern Colonies	
400070	Colonial New England	
400071	A New Nation	

Company No.	Title	Publisher
	BETTER YOU SERIES	McGraw-Hill Book Co.
152371	Popularity Comes To You	
152372	Your Boss Is Proud of You	
152373	Missing	
152374	Missing	
152370	Making Friends Is Easy	
152369	Yes, Politeness Is For You	
152368	Yours For The Best	
152367	You Want To Make A Good Impression	
	WORD STUDY SERIES	
402323	Synonyms, Antonyms, Homonyms	
402326	Word Meanings Change	
402327	Unusual Word Origins	
	THE NEW WEBSTER LANGUAGE SERIES	McGraw-Hill Book Co.
116199	Using Sentences	
116200	Using Parts of Speech	
116201	Using Language Correctly	
116205	The Story of Writing	
	TEEN GUIDE TO HOMEMAKING SERIES	
641616	Funds and Fundamentals	
641617	How's Your House?	
641618	Tots and Teens	
641619	The Well-dressed Teenager	
641620	There's Nobody Just Like You	
641621	Parties Are For Pleasure	
641622	Welcome To The Family	
641623	The Food Preparation Center	
	THE WORLD OF ECONOMICS SERIES	
643101	Markets In A Free Economy	
643102	Comparative Economic Systems	
643103	Economics 0 The Science of Choice	
643104	Money and Banking	
643105	Distribution of Income	
643106	Wages and Hours	

Company No.	Title	Publisher
	GETTING ALONG WITH OTHERS SERIES	McGraw-Hill Book Co.
400114	Personal Relationships	
400115	Table Manners	
400117	Personal Appearance	
400118	School Functions	
400119	You're In Public	
	CIVIC SERIES	
159185	The Young Citizens Look At Politics	
159706	Why We Pay Taxes	
159700	Our President	
	OUR FLAG SERIES	
400169	History Of Our Flag	
400171	Flag Etiquette	
	CONSUMER INFORMATION Consumer Fraud	Modern Talking Picture Service 3718 Broadway Kansas City, Missouri
	CONSUMER ECONOMICS Money Management Budgeting	Money Management Institute Household Finance Corp. Prudential Plaza Chicago, Illinois 60601
	COMMUNITY Parliamentary Procedure	National Congress of Parents and Teachers 700 North Rush St. Chicago, Illinois 60611
	THE HEALTH FRAUD RACKET	National Medical Audiovisual Center Chamblee, Georgia 30005
	MEDICARE	Social Security Office
	USING GOOD ENGLISH	Society for Visual
A 130 5	Letter Writing for a Reason	Education, Inc.
	HOW TO STUDY	World Productions

III

Section E

FILMS

Company No.	Title	Publisher
	The Big Con-Frauds	Attorney General's Office Department of Justice Los Angeles, Calif. 90000
	Aging: Prog., Org., & Agen. for the Aged	Center for Mass Communication Columbia University Press 1125 Amsterdam Ave. New York, NY 10025
	Your Chance to Live—"Heat Wave"	Civil Defense Preparedness Agency Washington, D.C. 20301
CD-20-272	In Time of Emergency	Civil Defense Preparedness Agency
CD-20-274	A Lady Called Camille	
CD-20-280	Earthquake	
	Aging: Prog., Org., & Agen. for the Aged	Colorado Dept. of Social Services 1575 Sherman St. Denver, Colorado 80203
	Aging: Nursing & Rest Homes	Dynamic Films, Inc.
	Aging: Retirement Planning	330 West 58th Street New York, NY 10019
	So You Want to Buy A Good Used Car	Ford Film Library

Company No.	Title	Publisher
	Aging: Aging Process Mentally	International Film Bureau, Inc. 322 South Michigan Ave. Chicago, Illinois 60604
	Aging: Retirement Planning	Journal Films, Inc. 909 West Diversey Pky. Chicago, Illinois 60614
647403	Health for Effective Living Series "Quacks and Nostrums"	McGraw-Hill Book Co.
	A Mark of Quality	Motion Picture Service Office of Information U.S. Dept. of Agriculture Washington, D.C. 20250
	A Mark of Wholesome Meat	Motion Picture Service
	Aging: Aging Process Emotionally	National Audio-Visual Center Sales Branch National Archives & Records Ser. Washington, D. C. 20409
	Health: Preserving Your Health	Northern Wyoming Streptococcal Laboratory Casper, Wyoming
	Health: Drug Abuse	Precision Film Labs 21 West 46th Street New York, NY 10036
	Health: Nutrition	University of Oklahoma

Company No.	Title	Publisher
		1005 Asp. Avenue Norman, Oklahoma 73069
	"Virginia: The Past as Prologue"	Virginia State Travel Service 6 North 6th St. Richmond, Virginia 23219

III

Section F

LEARNING AIDS

The following list of learning aids may be used effectively in Adult Basic Education classes; however, some of these must be adapted for use with adults because they were developed primarily for young students.

MEASURING LENGTH AND AREA

A New "All Metric" cassette manipulative program for developing skills in estimating and measuring metric units for individual or group learning. Complete kit includes self-pacing cassette, 3 posters, 6 spirit masters, 4 one metre tape measures, 4 area grids, 1 wipe-clean, 2 metre height measure. Teacher's manual.

SLIDE AND SEE METRIC MEASUREMENT RULERS

An activity approach to application of the metric system to linear measurement. 24 plastic coated, cardboard rulers which provide ready comparison of inches and centimetres. Decimetres are also shown on the ruler. A manipulative slide quickly relates the two systems of measurement.

MEASURING WEIGHT

Complete kit includes self-pacing cassette, 3 posters, 6 masters, 1 wooden balance scale, 19 assorted weights 1 to 10 grams, Teacher's manual.

THE METRIC BOX

Over 100 teaching ideas for class activities on metric measurement. 100 student cards for individualized or small group use, plus teacher's cards involve the entire class in high-interest activities. Metric related animals such as the Kilophant and Milimice eliminate confusion of new metric

terms. A logical progression is made from non-standard measurement to metric length, volume and mass. Includes separate Teacher's manual.

E-Z METRIC CONVERTER

In intermediate and upper level study there is a certain need for conversion and this handy converter perfectly fits that need. Whether it be in area, volume, weight or temperature quick conversion is at your fingertips.

THE METRIC SYSTEM, Grades 5-6

Activities: measuring distance in kilometres; finding perimeters; choosing the appropriate measurement; using the Celsius thermometer, reading a temperature graph; a metric puzzle; measuring area; interrelationship of metric family; decimals and the metric system; student guide for the metric system; measuring liquid, volume and weight.

METRIC CONVERTER

A valuable new tool for the coming change over to the international metric system. Designed like a slide rule, this accurate and convenient instrument incorporates 16 conversions from U.S. standards to metric and vice versa. Operating instructions enclosed.

METRIC CONVERSION RULER

Designed by the National Physical Laboratory, this ruler shows milimeters and inches in tenths on one side. Reverse shows millimetres plus centimetres and inches in sixteenths. Flexible white plastic, 12″ or 3000mm long.

3 METRE TAPE MEASURE

3 metre tape graduated on both sides in centimetres and metres.

MATH BINGO (Nifty Co.)

Exciting new game that delights and teaches at the same time. Helps adults learn numerals 1 through 10, plus the names and shapes of 3 important geometric figures, and introduces participants to some useful words often used in mathematics such as "row" and "column". Game includes 40 student game cards, 400 card markers (discs), 30 call-out cards (1-10 in triangle, circle and square), 3 master cards (for checking winners) and teacher's guide 11⅜″ x 8⅞″.

FRACTIONS ARE EASY AS PIE (Milton Bradley Co.)

A learning game for fractional parts. Actually two games in one, the first shows the difference in sizes of fractional parts. The second helps adults learn to add fractions.

ADDO (Kenworthy Educational Service)

A game that has been thoroughly tested in classrooms and proved to be a great incentive for the study, practice and review of the 100 addition combinations. 36 players can join in one game. Furnishes a highly motivated drill as well as being good constructive entertainment in the home or classroom.

ARITHMETIC QUIZMO (Milton Bradley Co.)

Educational lotto for valuable practice in number combinations. Each set gives double learning value and contains cards for the entire class.

(1) Add-Subtract

(2) Multiply-Divide

MULTO (Kenworthy Educational Service)

For group drill and review of the 100 multiplication combinations. It contains 100 blank deposit cards, 100 calling coins, 36 game cards, a master banking sheet and complete instructions. The winner checks for accuracy with the banker. Checking is done orally, and allows the participants to do actual classroom work.

IMMA WHIZ (Kenworthy Educational Service)

For addition, subtraction, multiplication, division. Daily or weekly contests by teams may be held. Competition stimulates participants to learn combinations quickly and accurately. May be used by 2 to 24 participants.

FLASH CARDS (Ideal School Supply Co.)

For all basic number facts through 18's. Cards are 2⅞" x 8⅞" with thumb notch on side for easy holding and sorting. Large bold-face numbers. Set, 100 cards.

ALL 4 FLASH PAK (Kenworthy Educational Service)

This All 4 Flash Pak combines four sets of miniature flash cards. The complete pak presents 390 combinations of numerals 1 to 10, and stresses accuracy.

DOG HOUSE PHONICS GAME (Kenworthy Educational Service)

This game teaches an important phase of learning to read by the phonic method. Contains 12 game cards. On the face of each is printed 35 word endings, and rules for pronunciation. For each card there are 84 assorted consonants and blends with which to build words.

EQUATIONS (Wiff 'N Proof Publishers)

The game of creative mathematics, 5-game kit for grades 1-12. Provides practice in elementary arithmetic operations (addition, subtraction, multiplication, division, exponentiation and radicals) in a variety of numeral bases (decimal, octal, binary, etc.)

ECONOMO WORD BUILDERS (Milton Bradley Co.)

Large upper and lower case letters of the alphabet. For word building and spelling. Heavy tag stock.

PICTURE WORD BUILDERS (Milton Bradley Co.)

An ideal early training aid which combines picture and word matching. Thirty-six familiar objects on heavy cards die-cut so only correct word may be inserted to complete the word and picture matching.

ECONOMO SENTENCE BUILDERS (Milton Bradley Co.)
Over 300 words from Thorndike's first 500 words. Excellent for word recognition games and simple sentence building. Printed both sides in large type on heavy manila tag stock.

RAINBOW WORD BUILDERS (Kenworthy Educational Service)
An aid to teach some basic fundamentals in phonics. Contains consonants on white cards, vowels on red, digraphs on blue and phonograms on yellow. Colors add interest and simplify checking the work.

SORT-A-CARD (Milton Bradley Co.)
A reading readiness item with directions for several fascinating matching and memory games. Divided card tray, 72 picture cards, 36 word cards, 16 card-matching strips.

WORD AND SENTENCE BUILDERS (Milton Bradley Co.)
With letters of the alphabet and basic words the primary grade adult builds words and simple sentences, or small stories of several sentences. Develops the "sentence sense".

SCRABBLE (Selchow-Righter)
A fascinating word game for 2, 3 or 4 players. Standard Edition. Attractive maroon box, measuring 15½ x 7½ x 1½" with colorful playing board 14½ x 14½", four nicely finished racks, 100 beautiful playing tiles imprinted with clear letters and numbers. Full directions printed in cover of box.

LINK NUMBERS (Milton Bradley Co.)
An arithmetic aid that provides an interesting method to build number facts and play number games. Die-cut numbers link together.

MATH CONCEPT CARDS (Nifty)
Help participants develop an intuitive understanding of many important mathematical concepts including addition, subtraction, cardinal numbers, ordinal numbers, number patterns, and inequalities. Problems on one side, answers on the other. For whole class or small groups. Set of 25 cards. 20" x 10".

MULTIFACTOR (Chadwick Miller, Inc.)
This simple self-teaching, self-correcting device is a new and interesting way to learn and practice the multiplication tables. The student reads and solves a problem, depresses the button and finds the correct answer directly above the depressed button. All tables up to 9x9. Size 8" x 8".

PHONETIC WORD DRILL CARDS (Kenworthy Educational Service)
Each set has ten chart cards, a different word ending on each side, making twenty families per set. As each initial sound card is flipped over, a new word appears. Charts reversed show a different family of words. More than 800 words may be formed with these three sets.

WORD BLEND CARDS (Kenworthy Educational Service)
Because blends are being stressed in classrooms this unique visual aid gives teachers a brand new way to project this important phase in Reading Programs. The cards, presenting 144 words, are easily manipulated by teacher or student to stimulate interest and learning of blends.

WORD SUFFIX CARDS (Kenworthy Educational Service)
Another new visual aid to teach 24 word-endings with a total of 144 words. As a time-saver and added bonus to the busy teacher, the meaning of each suffix is given, and words being shown are keyed in small type. An effective teaching aid, and simple to operate.

SET C—PHONIC RUMMY (Kenworthy Educational Service)
The set contains two packs of sixty cards each, presenting the proper words taught in groups. Printed in two colors (vowels in red) this contrasting color scheme plays an important instructional part. Each game has a definite job to perform. Individual cards may be adapted to remedial instruction by using them as flash cards, or using other game ideas, as suggested with complete directions.

RACK-O (Milton Bradley Co.)
Numbered cards complete or break numerical sequences in this new card game that appeals to students in fifth grade to high school. Cards are inserted in colorful plastic racks. Object is to put cards in numerical sequence to score bonus points.

GROUP-SIZE VOWEL CARDS (Garrard Publishing Co.)
Two cards for all short and long vowels, digraphs; dipthongs, and other vowel combinations with consonants. A picture, word, and letter are on one side of each card with two words and letter on the reverse side.

GROUP-SIZE CONSONANT CARDS—(Garrard Publishing Co.)
There are two cards for every consonant and digraph; one card for each blend. A picture, the word, and letter are on one side of each card; two words and letter on the reverse side.

CONSONANT LOTTO (Garrard Publishing Co.)
This game teaches the first step in sounding, learning to hear the consonants that begin most words. Game played for fun, but teaches fundamental step in phonics.

VOWEL LOTTO (Garrard Publishing Co.)
Adults learn to "think the vowel sounds" with this game. They must think and match sounds, for words are not given. Minimum teacher direction.

SPILL AND SPELL (Parker Brothers)
Spill the 15 lettered cubes and make cross words with the letters you turn up. Unique scoring makes Spill and Spell a constant challenge. Exciting and educational for adults and children. Single cup. Fifteen lettered white dice and rules.

PHONETIC QUIZMO (Milton Bradley Co.)

Played like Bingo, it develops student's phonetic capabilities. Consists of 38 phonetic Quizmo cards, teacher's word list, direction card and markers. Excellent for group work.

SIGHT PHRASE CARDS (Garrard Publishing Co.)

Contains the 95 most common nouns and 220 basic sight words in phrases. Students learn to see phrases at a glance instead of individual words.

BASIC SIGHT CARDS (Garrard Publishing Co.)

These cards are intended for use with slow readers in grade 3 and up. These 220 basic sight words make up 75% of primers, 65% of first and second grade readers, and 50% of all other school books. Their quick recognition is essential for good reading.

READ AND SAY VERB GAME (Garrard Publishing Co.)

A vast amount of practice in correctness is needed to teach adults to use the proper form of verbs. This game is outstanding in advancing reading skill and in developing habits of correct speech.

GROUP WORD TEACHING GAME (Garrard Publishing Co.)

This game provides excellent drill in recognizing the 220 basic sight words that adults must know to read efficiently. Played like Bingo. Grades 2 and 3.

NEW MATH FLASH CARDS—GRADES 2-8

(Ideal School Supply Co.)

Horizontal equations (with frames) for facts through 9 with the answer on one side and the blank frame on the other. 100 cards 2⅞ x 8⅞". Notched for easy sorting.

GAME OF THE STATES (Milton Bradley Co.)

A highly entertaining and educational game for upper grades. Teaches the location of each of the 50 states, the capitol cities, and its important industries and products, which players buy and sell.

RELATED FACTS GEOGRAPHY CARDS—
WESTERN HEMISPHERE (Milton Bradley Co.)

Twenty-nine large white cards, 2 colors, with 87 geographical facts about rivers, mountains, islands, bays, lakes, capes, countries, and continents. Two slide-hide cards make it possible to conceal any one or two related facts on each card. Adults may use the uncovered information as a clue to the correct response. Size 5⅝ x 14".

PHONETIC DRILL CARDS—YOU CAN READ

(Milton Bradley Co.)

Phonograms printed on 8 x 9⅞" cards. Letters over 1" high. Card sections are hinged with combinations forming 15 words each. Reverse side shows correct responses. 23 cards form 345 word combinations.

III

Section G

PAMPHLETS

Title	Publisher
Can You Wear These?	Virginia State Police
Using Bank Services	Virginia Bankers Association
Let's Learn Money	Virginia Bankers Association
Baby Clinic	Health Departments
Expecting A Baby?	Health Departments
10 Ways to Combat Consumer Fraud	Virginia Dept. of Agriculture & Commerce
Service to Veterans and Their Dependents	American Red Cross
To Rise Above A Disability	Virginia Dept. of Vocational Rehabilitation
Braille Circulating Library, Inc.	Braille Circulating Library
Arthritis Quackery	Arthritis Foundation
About Gout	Arthritis Foundation
The Cure for Arthritis Just Might be in the Cards	Arthritis Foundation
The Truth About Diet and Arthritis	Arthritis Foundation
Rheumatoid Arthritis	Arthritis Foundation
Osteoarthritis	Arthritis Foundation
Consumer Information	Public Documents Distribution Center Pueblo, Colorado 81009
Your New Country	American National Red Cross
Understanding Taxes	Dept. of the Treasury, Internal Revenue Service
Reading Instruction in Virginia's Schools	Division of Elementary Education Virginia Department of Education
Virginia Right To Read	Division of Elementary Education
Legal Terms and Definitions	Consumer Education Foundation, Inc.

Title	Publisher
Life and Health Insurance; Personal and Family Finances	American Council of Life Insurance
Sears Catalog of Free-Loan Films	Sears, Roebuck and Company
Catalog of Learning Aids	Sears Consumer Information Services
Making the Most of Your Money	Institute of Life Insurance
Public Affairs Pamphlets	Public Affairs Committee, Inc.
Decade of Decision	Institute of Life Insurance
Math Drill Card	Life of Georgia Insurance Co.
Life Insurance Fact Book	American Council of Life Insurance
Source Book of Health Insurance Data	Health Insurance Institute
The Money Manager	Institute of Life Insurance
Sets, Probability and Statistics, The Mathematics of Life Insurance	American Council of Life Insurance

III

Section H

MATERIALS AND KEY

The materials listed are indicated by a KEY number.

Key	Title	Source
1	Reading Development Kit A	Addison-Wesley
2	Reading Development Kit B	"
3	Reading Development Kit C	"
	New Horizons in English	"
4	Workbook and Textbook 1	
5	Workbook and Textbook 2	
6	Workbook and Textbook 3	
7	Workbook and Textbook 4	
8	Workbook and Textbook 5	
9	Workbook and Textbook 6	
10	Hello, World—A Career Program (9 books)	"

Key	Title	Source
11	Going Metric Duplicator Masters, Set B	Addison-Wesley
12	Going Metric Duplicator Masters, Set C	"
13	The Metric System	"
	Mott Basic Language Skills: SemiProgrammed Series	Allied Education Council
14	Book 1300—Head Start for Reading	
15	Book 1301	
16	Book 1302	
17	Book 1303	
18	Book 1304	
19	Book 1305	
20	Book 1306	
21	Book 1607	
22	Book 1608	
23	Book 1609	
24	Book 1610	
25	Book 1911	
26	Book 1912	
27	Book 1913	
28	Book 1914	
29	Book 300A—Classroom Series	
30	Book 300B	
31	Book 600A	
32	Book 600B	
33	Book 900A	
34	Book 900B	
35	Book 301—Comprehension Series	
36	Book 302	
37	Book 303	
38	Book 304	
39	Book 601	
40	Book 602	
42	Book 603	Allied Education Council
43	Book 604	
44	Book 160—Word Attack Skills	
45	Word Bank	

Key	Title	Source
46	Consumer Buying—Basic Number & Money	Allied Education Council
47	Preliminary Practice for the the High School Equivalency Diploma Test	Arco Publishing Co.
48	Getting Ready for the High School Equivalency Examination, Pre-GED Series	Barron's Educational Series, Inc.
49	How to Prepare for the High School Equivalency Examination Reading Interpretation Tests	"
50	How to Prepare for the High School Equivalency Examination (GED)	"
51	High School Equivalency Examination in Math	"
52	High School Equivalency Examination in Social Studies, Science and Literature	"
53	High School Equivalency Examination in Grammar, Usage, Spelling and Vocabulary	"
54	Introduction to English	Cambridge Book Co.
55	Introduction to Arithmetic	"
56	Introduction to Reading	"
57	Preparation for the High School Equivalency Examination	"
58	General Mathematical Ability	"
59	Correctness and Effectiveness of Expression	"
60	Interpretation of Literary Materials	"
61	Interpretation of Reading Materials in Social Studies	"
62	Interpretation of Reading Materials in Natural Sciences	"
63	Adult Basic Education Series Reading I	"

Key	Title	Source
64	Reading II	Cambridge Book Co.
65	Reading III	
66	Reading IV	
67	Arithmetic I	
68	Arithmetic II	
69	Arithmetic III	
70	Arithmetic IV	
71	Basic Skills in Grammar, Book 1	"
72	Basic Skills in Grammar, Book 2	"
73	Increase Your Vocabulary, Book 1	"
74	Increase Your Vocabulary, Book 2	"
75	Spelling	"
76	Reading for Comprehension, Book 1	"
77	Reading for Comprehension, Book 2	"
78	Better and Faster Reading	"
79	Handbook of Basic Science	"
80	Mathematics/A Basic Course	Cambridge Book Co.
81	Skills in Mathematics 1	"
82	Skills in Language 1	"
83	Skills in Reading 1	"
	GED Television Study Guide	"
84	Reading	
85	English Grammar	
86	Mathematics	
	Reading	Follett Publishing Co.
87	Communications 1	
88	Communications 2	
89	Communications 3	
90	Venture Books	
	Reading and Arithmetic	"
91	System for Success 1	
92	System for Success 2	
	Arithmetic	"
93	Figure It Out 1	
94	Figure It Out 2	
	High School Equivalency	"
95	Systems 3—English	
96	Systems 3—Mathematics	
97	Systems 3—Science	

Key	Title	Source
98	Systems 3—Social Studies	Follett Publishing Co.
99	Systems 3—Literature	
	Career Orientation/Social Skills	"
100	Accent/Personality	
101	Accent/World of Work	
102	Accent/Jobs and Job Models	
103	Accent/Consumer Education	
104	Accent/Family Finances	
105	Vocational Reading Series	
106	Understanding the Automobile	
107	The Turner Career Guidance Series, 6 books	
108	The Turner-Livingston Communication Series, 6 books	
109	The Turner-Livingston Reading Series, 6 books	
110	Student Atlas	"
	American History	"
111	American History Study Lessons, 9 booklets	
112	Foundations of Freedom	
113	The American Nation: Adventure in Freedom, 8 booklets	
114	Reading Attainment System I	Grolier Company
115	Reading Attainment System II	"
116	Modern Consumer Education	"
	Individual Instruction Courses	
117	Elementary Arithmetic	Grolier Company
118	Intermediate Math	
119	Secondary Math	
120	General Science	
121	Secondary Science	
122	English for Spanish Speaking	
123	Reading and Language Arts	
124	English for French Speaking	
125	English Lessons for Adults, Book I	Harcourt, Brace & Jovanovich
126	English Lessons for Adults, Book II	"

Key	Title	Source
127	English Lessons for Adults, Book III	Harcourt, Brace & Jovanovich
128	English 2200	"
129	English 2600	"
130	English 3200	"
131	Key Ideas in English—Level 1	"
132	Key Ideas in English—Level 2	"
133	Key Ideas in English—Level 3	"
134	Consumer Mathematics	"
135	Word Attack	"
	Modern Mathematics for Achievement	Houghton Mifflin Co.
136	First Course	
137	Second Course	
	The New Streamlined English Series	Laubach Literacy, Inc.
138	Skill Book 1	
139	Skill Book 2	
140	Skill Book 3	
141	Skill Book 4	
142	Skill Book 5	
143	In The Valley	"
144	City Living	"
145	New Ways	"
146	People and Places	"
147	Opening Doors	"
148	We Honor Them	"
149	Everyday Reading and Writing	"
150	News for You—Edition A	"
151	News for You—Edition B	"
152	News for You—Spanish Education	"
153	The Story of Jesus, Part 1	"
154	The Story of Jesus, Part 2	"
155	The Story of Jesus, Part 3	"
156	The 'To Be Informed' Series	"
157	Your Personal Business	"
158	Dr. Spello	McGraw-Hill Book Co.
159	Programmed Reading, 8 books	"
160	Conquest in Reading	"

Key	Title	Source
	Reading for Concepts	McGraw-Hill Book Co.
161	Book A	"
162	Book B	"
163	Book C	"
164	Book D	"
165	Book E	"
166	Book F	"
167	Book G	"
168	Book H	"
	Programmed Math, Series I	"
169	Book 1, Basic Addition	
170	Book 2, Advanced Addition	
171	Book 3, Subtraction	
172	Book 4, Multiplication	
173	Book 5, Division	
174	Book 6, Fractions	
175	Book 7, Decimals	
176	Book 8, Measurements	
	Programmed Math, Series II	"
177	Book 9, Consumer Math	
178	Book 10, Personal Math	
179	Book 11, More Personal Math	
180	Book 12, Understanding Algebra	
181	Book 13, Using Algebra	
182	Book 14, Using Geometry	
183	Book 15, Using Trigonometry	
184	History Lesson of the American Negro	"
185	Democracy—What You Should Know About It	"
186	Your Federal Government	"
187	Your Government—Congress	"
188	Your Government—The President	"
189	Your Government—The Supreme Court	"
190	Improve Your Writing for Job Success	MacMillan Co.
191	Learning How To Use The Dictionary	"
192	Programmed English	"

Key	Title	Source
193	High School Equivalency Test Guide	MacMillan Co. P.A.R., Inc.
194	Mastering Mathematics	"
195	Mastering English	"
196	Reading for Power, 1	"
197	Reading for Speed, 2	"
198	Reading Record and Word Study, 3	"
	Be A Better Reader	Prentice Hall
199	Foundation A	
200	Foundation B	
201	Foundation C	
	Be A Better Reader	"
202	Book I	
203	Book II	
204	Book III	
	Skill Builders	Readers' Digest Service
205	Book 5, Parts 1, 2, 3	
206	Book 6, Parts 1, 2, 3	
	Advanced Skill Builders	"
207	Book 7	
208	Book 8	
209	Book 9	
	Science Readers	"
210	Book 5	
211	Book 6	
212	Book 7	
213	Book 8	
214	Book 9	
215	Adult Readers, 10 books	"
	Point 31 Reading Program	"
216	DeCode Book	
217	Volume 1, Reader 1	
218	Volume 1, Reader 2	
219	Volume 2, Reader 1	
220	Volume 2, Reader 2	
221	Volume 3, Reader 1	
222	Volume 3, Reader 2	
223	GED Program (complete)	Henry Regnery Co.
	GED Tests	"
224	Writing Skills, Test 1	

Key	Title	Source
225	Social Studies, Test 2	Henry Regnery Co.
226	Science, Test 3	
227	Reading Skills, Test 4	
228	Mathematics, Test 5	
229	Number Power	"
230	Reading Lab IIa	Science Research Assoc.
231	Reading Lab IIb	"
	Reading Lab Series	"
232	Kit 2c	
233	Kit 3a	
234	Kit 4a	
	Reading for Understanding	"
235	Junior Edition	
236	Senior Edition	
237	General Edition	
	New Rochester Occupational Reading Series	"
238	The Job Ahead I	
239	The Job Ahead II	
240	The Job Ahead III	
	Pilot Library	"
241	IIa	
242	IIb	
243	IIIb	
	Diagnosis: An Aid to Instruction, Level B	"
244	Reading	
245	Mathematics	
246	Getting It Together (Reading for Adults)	"
247	Designs for Reading	"
	Listening Language Laboratories	"
248	2a	
249	2b	
250	2c	
	Mathematics Structure and Skills	Science Research Associates
251	Book I	
252	Book II	
253	Book III	
254	Arithmetic Fact Kit	"

Key	Title	Source
255	Computational Skills Development Kit	Science Research Associates
256	Cross Number Puzzles (3 boxes)	"
257	Mathematics Application Kit	"
	Spelling Word Power Lab	"
258	Kit IIa	
259	Kit IIb	
260	Kit IIc	
261	Kit IIIa	
262	Handbook of Job Facts	"
263	We Are Black	"
264	Your Attitude Is Showing	"
265	NEWSLAB I	"
266	NEWSLAB II	"
267	Counties and Cultures	"
268	Educator Resource Series: Our Economic System	
	Reading, Thinking and Reasoning Skills	Sears, Roebuck & Co.
269	Clouds	Steck-Vaughn
	Handwriting Series	"
270	Beginning Cursive	
271	Advanced Cursive	
272	Language Exercises Series	"
	Reading Improvement Activities	"
273	Book 1	
274	Book 2	
275	Book 3	
	Reading	
276	Working With Words	"
277	Working With Word Patterns	"
278	Building Word Power	"
279	Adult Reader	"
280	Practice in Reading	"
281	Read To Learn	"
	Steps To Learning	"
282	Book 1	
283	Book 2	
284	The Lopez Family	"
	Reading Today's English	"
285	Book 1	
286	Book 2	

Key	Title	Source
287	Famous Black Americans	Steck-Vaughn
	Basic Reading	"
288	Book 1	
289	Book 2	"
290	They Work and Serve	Steck-Vaughn
291	A Job for You	"
292	Holidays and History	"
293	They Served America	"
294	Helping Your Children	"
295	New Fabrics, New Clothes and You	"
296	The Care We Give Our Clothes	"
	Reading and Writing	
	Perfecting Reading and Writing Skills	"
297	Experience 1	
298	Experience 2	
299	Experience 3	
	Touchstone Series	"
300	Smooth Talk	
301	Moving Along	
302	Getting It Across	
	English	
	English Mastery	"
303	Book 1	
304	Book 2	
305	Book 3	
306	Book 4	
307	From A to Z	"
308	Using English	"
309	Everyday English	"
	Learning Our Language	"
310	Book 1	
311	Book 2	
312	English Essentials: A Refresher Course	"
313	Fundamental English Review	"
314	Gateways to Correct Spelling	"
315	Science Series (9 books)	"
316	Health Series (7 books)	"
317	Man and His World Geography Series (4 books)	"

Key	Title	Source
	Mathematics	Steck-Vaughn
318	Succeeding in Mathematics (SIM, 8 books)	"
	Practice for Modern Mathematics	"
319	Book 3	
320	Book 4	
321	Book 5	
322	Book 6	
323	Book 7	
324	Book 8	
	Working With Numbers Series	"
325	Triangle Book	
326	Rectangle Book	
327	Pentagon Book	
328	Hexagon Book	
329	Heptagon Book	
330	Octagon Book	
331	Refresher Book	
332	Algebra	
	Steps to Mathematics	Steck-Vaughn
333	Book 1	
334	Book 2	
	Basic Essentials of Mathematics	"
335	Part 1	
336	Part 2	
	Basic Science for Living	"
337	Book 1	
338	Book 2	
	History and Civics	
339	Our United States	"
340	Our Nation	"
341	Our Democracy	"
342	Our American Constitution: The Story of a Great Document	"
343	Our Government	"
344	United States History for High School	"
345	World History	"
346	The American People: Their History to 1900	"

Key	Title	Source
347	The American People: Their History Since 1900	Steck-Vaughn
348	My Country—The U.S.A.	"
349	We Are What We Eat	"
350	Where Does the Money Go?	"
351	You and Your Money	"
352	It's Your Money, Book 1	"
353	It's Your Money, Book 2	"
354	How To Get a Job and Keep It	
	Family Development Series	"
355	Health, Safety and Sanitation	"
356	Buying Guides	"
357	Family Money Management	"
358	Understanding Yourself	"
359	Becoming A More Effective Person	"
360	Your Family	"
361	Communicating With Others	"
362	Working With Others	"
363	Being An Informed Citizen	"
364	Where To Go, Who To See, What To Do	"
	General Education Series	
365	English	"
366	Social Studies	"
367	Natural Science	"
368	Literary Materials	"
369	Mathematics	"
370	Review	"
371	Viva! Famous Mexican Americans	"
	Los Verbos En Ingle's	"
372	Book 1	
373	Book 2	
374	Book 3	
375	Book 4	
		Webster/McGraw-Hill (see McGraw-Hill)
376	Adult Education Review Workbook in English/Mathematics	Youth Educational Systems, Inc.

III

Section I

KITS

This section involves a combination of media, such as tapes, filmstrips, cassettes, reading texts and cards. Any combination constitutes a kit.

Key	Title	Source
501	Listening Skills Program	Benefic Press
502	Thinking Skills Development Program II	"
503	Practical Mathematics Kits	"
	Systems 80	Borg Warner Educational Systems
504	Developing Math Skills	
505	Learning Number Facts	
506	Reading Words in Context	
507	Developing Structural Analysis Skills	
508	Improving Reading Skills	
509	Letter Writing Kit	Continental Press
510	Manuscript Handwriting Kit	"
511	Cursive Handwriting Kit	"
512	Mathematics Skills	"
513	Understanding Word Problems	Classroom World Productions
514	Understanding the Metric System	"
515	Careers Unlimited, Units I-IV	"
516	How to Read in the Content Areas	Educational Activities, Inc.
517	Contemporary Problems Reading Series	"
518	Building Reading Skills in the Content Area	"
	Drug Education	Educational Development Corp.
519	Drug Identification Kit	
520	The Choice Is Yours	
521	Drug Flip Chart	
522	Alcohol Flip Chart	

Key	Title	Source
	Combo-8	Educational Developmental Laboratories
523	Tach-X Programs	
524	Controlled Reading Programs	
525	Listening Programs	
526	Learning 100	"
	Math Path	"
527	Level D	
528	Level E	
529	Level F	
530	Basic Word Attack	"
531	Advanced Word Attack	"
532	Dictionary Skills Series	"
533	Study Skills Library Series	"
534	Look and Write Series	"
535	Career Development Laboratory	Educational Progress Corp.
536	Career Games	"
537	Reading Progress Laboratory, Levels 1-8	"
538	Spelltapes Laboratory, Trays 1-8	"
539	Clues to Reading Progress, Trays 1-3	"
540	Listening Progress Laboratory, Series 1-9	"
	Explora Tapes	"
541	Mathematics	
542	Language Arts	
	Continuous Progress Laboratories	"
543	Mathematics Revised	
544	Drilltapes	"
545	Career Development & Guidance Series, 12 stories	Educational Projections Corp.
546	Audio Flashcard Programs	Electronic Futures
547	Basic Economics	Encyclopaedia Britannica
548	Rules of Order	"
549	Metrics for Career Education	"
550	How Computers Work	"
551	Modern Sports Figures	Eye Gate House, Inc.
552	The United States In A Troubled World	"

Key	Title	Source
553	The United States In A Changing World	Eye Gate House, Inc.
554	The Cold War	"
555	Our Presidents	"
556	Legacies of the Presidents	"
557	The Presidency and The Presidents	"
558	Americans Who Made History	"
559	Famous American Women	"
560	Leaders of America	"
561	Constitution of The United States	"
562	U. S. Constitution in Plain English	"
563	Man Learns to Govern Himself	"
564	Indians of America	"
565	Living Together As Americans	"
566	What to Look For In Poetry	"
567	Now You Are A Voter	"
568	Your Rights and What They Really Mean	"
569	The Rise of Industrial America	"
570	Economic Myths, Economic Realities	"
571	Fundamentals of Economics	"
572	The Financial Marketplace	"
573	Understanding Death: A Basic Program in Death and Dying	"
574	Thinking Metric!	"
575	Equations and Inequalities	"
576	The A.B.C.'s of Getting and Keeping A Job	"
577	Finding Your Job	"
578	Consumer Education: Buying Rights	"
579	A Career Awareness Program	Eye Gate Media
580	Careers in Aerospace	"
581	Public Service Workers	"
582	Design for Good Reading	Field Enterprises
583	Cyclo-teacher Learning Aid	"
584	Reading Attainment System I	Grolier Educational Corp.
585	Reading Attainment System II	"

Key	Title	Source
586	Modern Consumer Education	Grolier Educational Corp.
587	The Creative Reading Program (for non readers)	"
588	Career Education	Harcourt, Brace & Jovanovich
589	Metric System Teaching Tapes	Houghton Mifflin
590	Working with The Metric System—Audiocassettes	"
591	The Analysis of Public Issues Program	"
592	The Write Thing—Ways to Communicate	"
593	Intermediate Reading Program	Imperial International Learning Corp.
594	Aural Reading Lab	"
595	A World of Change	"
596	Intermediate Math Program	"
597	Math Mystery Theater	"
598	Calculator Math Program	"
599	Touring Our Nation's Capital	"
600	The United Nations	"
601	Our Daily Words	"
602	Thinking Skills	Innovative Sciences
603	Reading for Concepts	McGraw-Hill Book Co.
604	Plus Ten Vocabulary Booster	"
605	Plus Four Reading Booster	"
606	Read to Succeed	"
607	Step Up Your Reading Power	"
608	Reading Skill Cards	"
609	Reading Shelf I and II	"
610	Pre-Reading, 3 programs	Media Materials, Inc.
	Word Recognition	"
611	Phonics, 20 programs	
612	Structural Analysis, 11 programs	
613	Vocabulary, 10 programs	"
614	Comprehension, 11 programs	"
615	Basic Study Skills, 10 programs	"
616	Library, 5 programs	"
617	Grammar and Usage, 10 programs	"
618	Written Expression, 10 programs	"

Key	Title	Source
619	Mechanics of Written Expression, 9 programs	Media Materials, Inc.
620	Work-Related Skills, 14 programs	"
621	Skills for Daily Living, 8 programs	
	Mathematics	Media Materials, Inc.
622	Operations with Whole Numbers, 9 programs	"
623	Operations with Fractions, 7 programs	
624	Operations with Decimals, 6 programs	
625	Percent, 4 programs	
626	Measurement, 4 programs	
627	Thinklab	Science Research Associates
628	Thinklab 2	"
629	Reading Lab Series, Kit 4a	"

IV

SUGGESTED ACTIVITIES

In the following pages activities are listed that will enable the teacher to plan a lesson by using a variety of techniques. The activities, however, must be carefully planned. Adults will gain knowledge about working, living and learning that they can take home to their families.

The teacher is important as a public relations expert in classes, especially in the way plans and activities of interest to adults are carried out. The teacher also is the key to the enthusiasm that is developed in the class.

In planning and carrying out learning activities, the teacher should always be ready to praise each adult as tasks are accomplished.

ROLE PLAYING

Introduction

Role playing is similar to dramatics in that the adults play the role of people in specific situations.

Objectives

1. To decide on the problem or situation to be acted out in class.
2. To allow members of class to take part in representing different points of view.
3. To offer an opportunity for individuals to participate in class, especially adults that do not talk much in class.
4. To provide an opportunity to use imagination and present a situation that differs from their own environment.

Activities

(all should be short—10 minutes maximum)

1. Skit
2. Drama
3. Musical
4. Poem

Evaluation

Discussion of what was observed.

COMMUNITY RESOURCES

Introduction

Community resources are excellent teaching devices available to the Adult Basic Education teacher. By using these resources the teacher makes available to the adult many learning experiences that can be used outside the classroom.

Objectives

To acquaint the adults with community resources which will enable them to live a more productive life.

Activities

1. The Bank
   a. May supply deposit and withdrawal slips, plus blank checks for use in class.
   b. May supply pamphlets on banking and how to establish savings accounts.
   c. May help each adult in learning how savings grow through interest.

2. The Post Office
   a. May provide copies of postal rules, regulations, and postage rates for letters, newspapers and packages.
   b. May supply money order application blanks, change of address cards, etc.
   c. May furnish zip codes where needed.

3. The Library
   a. May provide applications for library cards.
   b. May lend books.
   c. May lend films and recordings.
   d. May have a picture file.

4. The Newspaper
   a. May take pictures of class or cover events of interest.
   b. May send representative to discuss newspaper work with class.

5. Internal Revenue
   a. May furnish forms for federal tax.

6. Social Security Bureau
   a. May provide social security information.
   b. May provide information on medicare and medicaid.

7. Officials—mayor, council members, fire and police chiefs, other local officers and State legislators
   a. May serve as speakers in classes.
   b. May arrange tours of their offices and explain their roles in government.

8. Extension agents
   a. May give demonstrations to the class.
   b. May give suggestions for better homemaking.
   c. May supply booklets and information needed in the home and on the farm.

9. Office of Emergency Services or Civil Defense
   a. May supply civil defense booklets for distribution.
   b. May serve as speakers for classes.
   c. May supply pamphlets, pictures, and materials for civil defense.

10. Hospital, insurance companies, health department, or doctor
   a. May provide health specialists to visit the class.
   b. May furnish pamphlets with information that help guard against disease.
   c. May inform adults how insurance benefits the family.

11. Chamber of Commerce
   a. May provide health specialists to visit the class.
   b. May supply booklets and pamphlets on business and industry.
   c. May furnish list of organizations and their functions.

12. Railroad Depot
   a. May supply timetables and schedules.
   b. May furnish pamphlets on the story of the railroads.

13. Airlines
   b. May supply airline schedules.
   b. May lend pictures of planes.
   c. May provide personnel to discuss flights, etc. to classes.

14. Western Union Office
   a. May furnish telegraph forms.
   b. May provide suggestions for messages for many occasions.

Evaluation

After each resource has been used the teacher may use a variety of techniques to evaluate the effectiveness of the material.

CLUB ACTIVITIES

Introduction

Many desirable avenues of learning not included in the regular prescribed curriculum may be attained by means of a club organization.

Objectives

1. Retention of enrolled students.
2. Extension of student's range of interests.
3. Assumption of leadership responsibilities.
4. Opportunity for assisting students to realize their own "dignity and worth".
5. Practicum sessions for learning derived from classroom sessions.

Activities

1. Formation of a "Student Speakers' Bureau", whereby, students may participate in selling the Adult Basic Education program to such groups as the following:
   a. church
   b. neighborhood
   c. prospective students
   d. P.T.A., civic, etc.

2. A motivational and stimulating service club may include as an activity the presentation of a "Student Recognition Day". Planning and participation should include each student. It serves equally as well as a recruiting device as it does one of retention. It may take the form of a social hour, formal presentation or dramatic skit.

To be "on stage" is often one of human desires of the A.B.E. student which may be overlooked. This activity may provide the proper atmosphere for an A.B.E. student to realize a secret and often life-long ambition to present a short speech, a poem, musical selection or a form of written expressions.

In some classes, such as for the foreign-born, this may take the form of "cultural exchanges", in which students may share their culture by way of food, dress or artifact.

The following awards may be presented at this time.

a. A certificate of participation for each student.
b. A certificate for recruiting efforts.
c. A certificate for punctuality and regularity in attendance.
d. Recognition for a job entry or job promotion.
e. Recognition for such classroom services as preparation for coffee break, care of materials and equipment.

Evaluation

Any club experience to be educationally sound must be evaluative. Informal discussion groups may serve as a good method. Such discussions may serve as a key in providing information for future improvements.

PROBLEM SOLVING

Introduction

Problems confront us throughout our lives. Some problems can be avoided; others cannot. An improper solution to one problem leads to other problems. Therefore, the importance of problem solving is by no means a minor item but a major day-to-day concern.

Objectives

1. To instill in the individual the value of objective appraisal.
2. To familiarize the individual with problem-solving techniques.
3. To acquaint the individual with the use of alternatives for solving a difficult problem.

Activities

The teacher may present a situation or problem for the class to solve. There may be no correct or incorrect solution. The class may identify the problem, develop alternatives, test the alternatives, and evaluate the conclusions. Later, the students may be encouraged to create their own situations and problems.

Evaluation

Are the students discussing their own problems and situations? Are students using objective procedures for solving their own problems?

BUZZ SESSIONS

Introduction

A buzz group session provides one of the best ways to start a conversation. It allows each member to participate freely, giving their personal views and opinions. It helps to get new students involved and encourages participation by the entire group in class discussions.

Objectives

1. To have all of the adults participating freely within the group.
2. To aid in acquainting students with each other.
3. To create a classroom environment favorable for class participation.

Activities

1. Divide the adults into groups. Let each group choose a subject for discussion.

2. Use a leader and recorder for each group.
3. Small group discussions may be used to follow up the presentation of films, filmstrips, etc.

Evaluation

Buzz sessions enable all adults to participate in class discussions which may benefit the entire group.

INTERVIEW

Introduction

It is most important in an adult basic education class to provide an opportunity for the adult to become acquainted with procedures for applying for a job. The student should understand what to expect in an interview with a potential employer and how to complete application forms.

Objectives

1. To help the students become aware of the importance of the first impression made during an interview.
2. To help develop skills necessary to fill out an application blank correctly.
3. To create in the individual an understanding of general requirements for applying for a job.

Activities

1. Have persons from personnel departments come to discuss desirable and undesirable behavior during an interview.
2. Acquire application forms for adults to fill out in class.
3. Use role-playing to acquaint the class with the roles of the interviewer and applicant in a job situation.
4. Use tape recorder to improve speech patterns for the adults and to play back the interview for self evaluation.

Evaluation

Let the group point out pros and cons for each interview.

PANEL DISCUSSION

Introduction

Discussions of one kind or another are part of our daily lives. A group of persons engaged in discussing a particular subject for the benefit of an audience is called a "panel discussion".

Objectives

1. To develop in the individual skills for investigating and discussing materials and events.

2. To develop in the individual a sense of organization in presenting a point of view.
3. To develop in the individual skills to increase confidence in oral expressions.

Activities

To increase the individual's ability to investigate and to report facts accurately, select a local issue which is controversial in nature, but which is important to the group. Select adults to prepare and make short presentations in support of their views. Suggest that facts should be used to document their beliefs.

Evaluation

Have the students gained confidence in their speaking ability? Will they freely participate in panel discussions?

V

SAMPLE LESSON PLAN

(For Each Student)

Level I
(Not advisable to indicate to adult)

Name of Adult ..... Week of .....

	1st Hour		2nd Hour		3rd Hour	
	½ hour	½ hour	½ hour	½ hour	½ hour	½ hour
Monday	*Reading* (14*) Allied Educ. Council Head Start for Reading—Book 1300 pp. 1-15	*Writing* (87*) Follett Communication I Getting Started pp. 11-12 Continental Press (510*) Handwriting	*Math* (169*) McGraw-Hill Programmed Math Bk. 1 pp. 1-17	*Soc. Studies* (553*) Eye Gate The U.S. In A Changing World (Kit)	*Spelling* (583*) Cyclo Teacher	
Wednesday	*Reading* (14*) Allied Educ. Council Head Start for Reading—Book 1300 pp. 16-25	*Writing* (510*) Continental Press Handwriting	*Math* (169*) McGraw-Hill Programmed Math, Bk. 1 pp. 18-30	*Math* (574*) Eye Gate Thinking Metrics (Kit)	*Soc. Studies* (555*) Eye Gate Our Presidents (Kit)	

*Indicate number of materials in Part III

SAMPLE LESSON PLAN

(For Each Student)

Level II
(Not advisable to indicate to adult)

Name of Adult ..... Week of .....

	1st Hour		2nd Hour		3rd Hour	
	½ hour	½ hour	½ hour	½ hour	½ hour	½ hour
Tuesday	*Math* (256*) SRA Cross Number Puzzles Fraction Kit Card 3	*Reading* (204*) Readers Digest Skill Builders Book III (525*) EDL Tape Recorder Listen & Read	*Spelling* (538*) EPC Spelltape Labs-Tray 2 Teacher Developed Materials	*Soc. Studies* (293*) Steck-Vaughn They Served America Selection 5 & 6	*Writing* (510*) Continental Press Manuscript Handwriting (Kit)	
Thursday	*Math* (335*) Steck-Vaughn Basic Essentials of Mathematics, Book I	*Reading* (232*) SRA Reading Lab IIc (539*) EPC Clues To Reading Pro- gress-Tray 2	*Composition* (618*) Media Mater- ials, Inc. Written Expression, Program 1	*Writing* (510*) Continental Press Manuscript Handwriting (Kit)	*Science* (120*) Grolier General Science pp. 17-19	

*Indicate number of materials in Part III

VI

GLOSSARY OF ACRONYMS

ABE	Adult Basic Education
AEA	Adult Education Association
ALC	Adult Learning Center
AMPB	Ancillary Manpower Planning Board
CAP	Community Action Program
CORE	Congress of Racial Equality
DIAL	Direct Instruction for Adult Learning
EOA	Economic Opportunity Act
GAE	General Adult Education
GED	General Educational Development (test)
GMPC	Governor's Manpower Planning Council
HEW	Health, Education and Welfare, Department of
HUD	Housing and Urban Development
MDTA	Manpower Development Training Act
NAPCAE	National Association for Public Continuing and Adult Education
NCUAAE	National Council of Urban Administrators of Adult Education
OAR	Offenders, Aid and Restoration
OJT	On the Job Training
TAP	Total Action Against Poverty
TESOL	Teaching English to Speakers of Other Languages
VISTA	Volunteers In Service to America
WIN	Work Incentive

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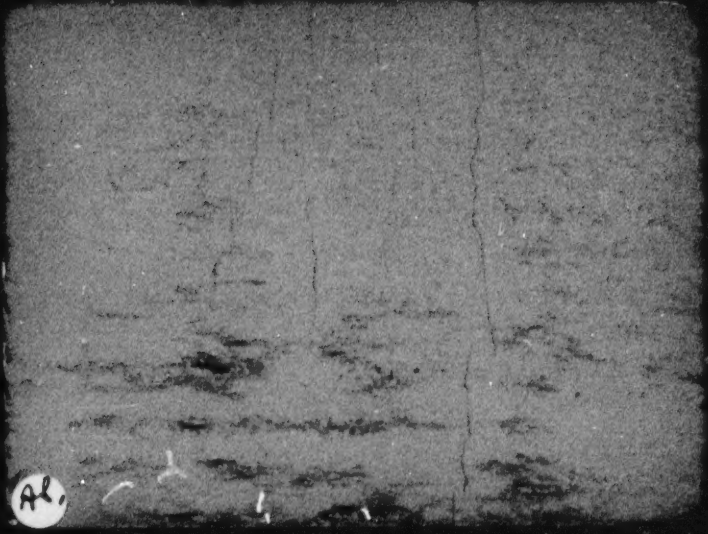
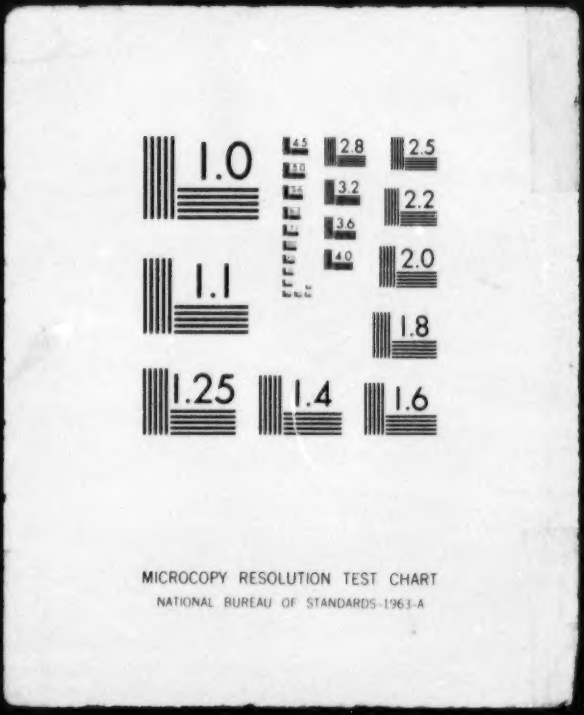
ASSOCIATIONS AND ADDRESSES

AEA	Adult Education Association of the USA 1225 Nineteenth Street, N.W., Washington, D. C. 20036
AEAV	Adult Education Association of Virginia 200 Park Avenue, Falls Church, Virginia 20046
NAPCAE	National Association for Public Continuing and Adult Education 1201 Sixteenth Street, N.W., Washington, D. C. 20036
NCUAAE	National Council of Urban Administrators of Adult Education 1202 16th Street, N.W., Washington, D. C. 20036

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3.6
4.0
4.5
MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

VIII

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Tested Techniques for Teachers of Adults, published by the National Association for Public Continuing and Adult Education

A Treasury of Techniques for Teaching Adults, published by the National Association for Public Continuing and Adult Education

Warren, Virginia B., *How Adults Can Learn More Faster*, published by the National Association for Public Continuing and Adult Education

When You're Teaching Adults, published by the National Association for Public Continuing and Adult Education

Why Teach the Humanities to Adult Basic Education Students?, published by the Center for Resource Development in Adult Education, University of Missouri-Kansas City School of Education

You Can be a Successful Teacher of Adults, published by the National Association for Public Continuing and Adult Education

Your New Country, published by the American National Red Cross

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PUBLISHERS AND ADDRESSES

Addison-Wesley Publishing Co., Inc
Reading, Massachusetts 01867

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Distribution Center
Galien, Michigan 49113

Arco Publishing Co., Inc
219 Park Ave. South
New York, New York 10003

Barron's Educational Series
113 Crossways Park Drive
Woodbury, New York 11797

Benefic Press
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Westchester, Illinois 60153

Borg-Warner Educational Systems
600 West University Drive
Arlington Heights, Illinois 60004

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New York, New York 10022

Classroom World Productions
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202 Lake Miriam Drive
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1221 Avenue of the Americas
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P. O. Box 45663
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3070 Lake Terrace
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Electronic Futures
(Div. of Educational Development Corp.)

English Language Services
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